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ABSTRACT

In late 1980, a retail sales training program was implemented at Clackamas Community College to meet the training needs of business tenants of the new Clackamas Town Center. The program consisted of 20 hours of intensified training in customer relations, sales, cashiering, job readiness, and interviewing. A total of 416 students completed the 7-week training program, and 60% of those seeking employment at the Town Center obtained it. The training program is currently being offered to any other community in the county that requests it. The program report begins with a chronology of events leading to the implementation of the training project and then discusses the result of student and instructor evaluations of the program's content, training, and materials. The report's conclusions emphasize that the retail sales training program is both workable and in demand, and recommendations for program refinement and replication are provided. The bulk of the report consists of supplementary materials including college publications regarding the program, advertising, program costs, and enrollment figures; program materials covering job interviews and job preparation; an explanation of resume writing; study guides; and student materials for courses in orientation and customer relations, cashiering, salesmanship, job readiness, and interviewing and job applications. (HB)

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ED219094

REPORT OF

RETAIL SALES TRAINING PROGRAM

FOR

CLACKAMAS TOWN CENTER

January 19, 1981 - March 6, 1981

Employee & Management Development
Stuart G. Shepherd, Director

CLACKAMAS COMMUNITY COLLEGE
19600 S. Molalla Avenue
Oregon City, OR 97045
657-8400 - ext. 233

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JC 810 613

RETAIL SALES TRAINING PROGRAM
FOR
CLACKAMAS TOWN CENTER

Evaluation Abstract

On March 6, 1981, the Employee & Management Development Department of Clackamas Community College, completed the final session of its Retail Sales Training program at Rowe Jr. High School. This program, which was designed to meet the training needs of the business tenants at the new Clackamas Town Center, consisted of 20 hours of intensified training in customer relations, sales, cashiering, job readiness, and interviewing.

Working closely with CETA, VISTA, County PIC, and College staff, EMD personnel advertised the program in the community in December of 1980. Individuals throughout the community were given details of the program and encouraged to enroll. EMD made two commitments to those participating in the program; (1) a concentrated and quality educational experience, and (2) opportunity to interview with employers opening stores in the Center.

The program started on Monday, January 19, and lasted for seven weeks. During this period, as many as three separate sections of the course were being offered simultaneously - each being taught by a separate staff of instructors. Four-hundred and sixteen students completed the program. Students ranged in age from 15 to 65, and they came from all walks of life. Sixty percent of those seeking employment at the Center were employed.

The Retail Sales Program proved to be a very positive first step for the College in establishing a strong relationship with the Town Center management and its tenants. Store owners are pleased with student graduates as employees, and Center management has expressed a good deal of interest in this program as a potential model to be used in other areas where major shopping centers are opening. It can be a awesome and time consuming task to staff over 150 retail establishments, all opeing at the same time. The Retail Sales Training program not only relieved the hiring problem for the employers, but also provided potential employees in the county a competitive edge in their attempts to get jobs.

EMD has now taken the program on the road, offering it to any community in the county requesting it. Two sessions are being offered currently in Molalla - 55 students enrolled.

The first step in the relationship between the College and the Town Center is completed. EMD is now prepared to continue with the Town Center business community in providing precisely the type of training needed.

RETAIL SALES TRAINING PROGRAM
FOR
CLACKAMAS TOWN CENTER

Goal: To develop and establish a positive relationship between Clackamas Community College and management and business tenants at the Clackamas Town Center.

Objectives:

1. To investigate and analyze the employee training needs of the Town Center management and business tenants.

2. To develop, implement, and evaluate an employee training program designed specifically to meet those needs as expressed by Town Center management and business tenants.

Introduction

The Administration of Clackamas Community College has charged the Employee & Management Development Department with the responsibility of providing for the training needs of the business, industrial, and public service sectors in the College service area. In keeping with this charge, it is not surprising that as soon as notified of the planned opening of the Clackamas Town Center in the spring of 1981, the EMD staff met with the Town Center management and business tenants to identify anticipated training needs.

Early in the fall of 1980, EMD staff personnel set out to determine the areas of greatest training need of the managers and tenants participating in the opening of a mammoth 185-store retail complex. Once the needs were determined, they were analyzed to see how the EMD Flex-Training concept could best be utilized to meet these needs. A program was designed to address the pre-employment training needs of prospective job applicants seeking employment in the Center. Local retailers, CETA personnel, VISTA, County PIC, and College staff were contacted to assist in program development.

By January, 1981, the program was implemented. Four hundred and sixteen people took advantage of the training program, and over 60 percent of those seeking employment at the Center were hired. The program was quick, well conceived, and "tailored" to

address those needs of the Town Center management and tenants. A chronology of the events leading to the development and implementation of the Retail Sales Training Workshop follows:

INCEPTION-

Initial contact October/November

Phone contact with Hahn Associates, administrators of the CTC complex.

The California head office gave us the name of the appointed local manager, he provided a copy of the "Leasing List" for the Town Center.

Survey

Completed telephone survey of prospective store owner/managers - questioned owner/managers on most critical needs of opening in a new shopping mall.

Conclusion: The most critical needs common to all stores were for experienced/trained personnel, and a simple, inexpensive way to contact prospective employees.

Problem: The survey was, for expense reasons, limited to local phone numbers. The Leasing List was not an efficient source of phone numbers since many of the names/addresses/phone numbers on the list were for attorneys and/or leasing agents who were reluctant to give the contact of store personnel.

Correspondence

Correspondence with stores: Letters and reply cards outlining the college's intentions to meet store training needs were composed. (Copies attached.)

Problems: Response was limited.
Mailing list was incomplete.
Long-distance phoning for correct addresses was inefficient.

Conclusions: The responses received were very positive and it was decided to plan a retail sales training program for prospective employees.

A special effort was made to follow up the mail response of the 5 anchor tenants with personal interview

Community Involvement

Community cooperation: Since it made sense to draw prospective students/employees from the immediate neighborhood of the new mall, we contacted CETA, VISTA, and Kendall Community Center to cooperate in supplying

students for the training sessions.

DEVELOPMENT

Planning

Program design: Using the information collected from the telephone survey and correspondence reply cards, course objectives were outlined, and a follow-up letter to the stores was designed outlining our proposed training. (attachments #1-4)

Staffing

Training Staff: Through a community search, we interviewed and selected a training staff of 4 experts, well-experienced in the subjects they were assigned to teach. These staff persons were hired at a high rate of pay and were assigned the task of completing extensive lesson plans for their assigned segment of the training program development. These lesson plans subsequently became the standard plans used by two other sets of instructors who taught the same class. The backup staff members were hired at a lower rate.

Problem: It was difficult to arrange staff development meetings with the core staff, which was a group fully employed outside of their College commitment.

It was somewhat difficult to get the instructors to use a standardized lesson format and to complete the lesson plans within our time. (A one-month work schedule for planning was very tight).

Facilities

Facilities: Initially we intended to use the community rooms at the Town Center for training facilities. Due to construction delays, this was not possible and subsequently caused a last-minute logistics problem. It was necessary to find space which was available on a flexible basis to accommodate at least one weekly class of 25 and yet expandable to handle up to 4 simultaneous classes of 25. We were fortunate to be able to work through the local community school program to find a junior high school with adequate facilities to meet our needs, conveniently located near the Town Center.

IMPLEMENTATION

Flexibility became the key to the program success since it was impossible to anticipate the following:

1. The public interest in paying for and taking training for jobs which were not guaranteed.

2. It was difficult to arrive at a realistic figure of just how many jobs were there. Estimates ranged from 400 to 1200 jobs.

3. We were not able to predict if we would have enough students to fill store needs.

4. Store personnel departments would not make an advance commitment to hire our students, but kept a wait-and-see attitude until the completion of our first two classes and then become very interested in our class graduates.

The Retail Sales Training Workshop was begun January 19th. The first week only one class was offered as a test run. The core teachers developed the course content and instructed. Two additional sets of teachers were already contacted as backups and all backup teachers observed the first week's presentation on their own time. At the end of the week, the program was re-evaluated and minor changes in presentation priorities were implemented.

For 5 weeks thereafter, three weekly sessions were offered concurrently for a total of 16 classes. Due to public demand, one additional class was held in March; and in April, the Molalla Community School ran the program for local residents in Molalla. (The Molalla class has not been included in the statistics of this report).

Upon completion of the classes, each student with perfect attendance received a certificate. All interested employers of the Town Center used the certificate as verification that applicants had attended the sales program.

Placement

Each Monday evening, following a class completion, a placement assistance meeting was held at Sunnyside Inn. This space was contracted by the Town Center for our use and 40 hours of placement assistance was paid for by the Center. In this session students were directed both to stores that had requested placement through us, and those currently running employment ads.

Supplies

Flexibility again became a concern when planning and printing classroom supplies and student materials. From the beginning it was decided the cost of the course must be kept reasonable,

and the cost factor became critical when planning student materials. It was decided to create a loose-leaf text for each student, but to retain this text to use in sequenced classes: and handout materials were limited to three pre-printed sheets per class night. This was cost effective. (See cost summary attached - # 8)

The first session of the course was taught by the core staff and limited to a total of 25 students. The class was scheduled for one week of training from 6 pm to 10 pm Monday through Friday. This test run proved very valuable in working out the kinks and gave us time to establish procedures for supplies, registration, room assignments, and staff rotation.

With standardized lesson materials and core staff, we were able to quickly expand the number of classes offered to three simultaneous classes with a total student capacity of 75 per week.

Publicity

Publicity: A single brochure was prepared to work flexibly as a mailer, poster, flyer. (See attached - # 5).

Surprisingly, the media interest in this program was extensive. With only one initial news release, seven local newspapers, one TV station, and local radio stations began publicizing the class through news items and features. (See attached - # 6 and 7).

Because of the extensive media coverage, the publicity brochure was used only as a follow-up source of information for advance registration.

Registration

Advance registration was of critical importance since it was impossible to predict student numbers.

EVALUATION
Student

	POOR	FAIR	OK	SUPER
-Quality of Instruction		2%	32%	67%
-Quality of Handouts	1%	7%	58%	34%
-Quality of Reading Material		6%	55%	39%
-Quality of Facilities	4%	10%	53%	33%

1) What did you appreciate most? _____

_____

2) What can we do better next time? _____

_____

3) What did we leave out? _____

_____

4) Did this training include all that you expected? _____

_____

Summary of Contents:

1) WHAT DID YOU APPRECIATE MOST? The students appreciated the quality of instruction, the support, encouragement, and sense of humor in the instructors. Of the subject material covered, the students most appreciated interviewing, application, preparation, and salesmanship.
2) WHAT CAN WE DO BETTER? The rooms were cold, and there was no facility for refreshments. The first class of each week was confusing due to the registration procedure and room assignments. The students would have preferred to keep booklets. There was a shortage of booklets near the end of the classes which inconvenienced some students. Of the 9 instructors, one received considerable criticism for being patronizing and talking down to students. The students would like to have hands-on experience with a cash register.

(over)

3) WHAT DID WE LEAVE OUT? Again, students mentioned hands-on experience with cash registers. Although many appreciated the short course (20 hours in one week) some felt the hours were too long per night. Some would have liked stock procedures and resume's included in class discussion. Students also requested a complete list of stores and the type of job openings in each. some students requested more emphasis on money handling, salesmanship, and interviewing, but these comments were balanced by those stating less time be required on these same topics.

4) DID THE TRAINING INCLUDE ALL THAT YOU EXPECTED?
80% responded "Yes"
20% responded "No" and added they expected hands-on cash register training.

EVALUATION, cont.

Instructor

The nine instructors involved in presenting the course were asked to comment on the following:

Facilities - Rowe Jr. High School is a good facility, well located with ample parking. The Community School Coordinator was most helpful in arranging for A/V equipment and general classroom set up. Class seatload varied and occasionally placed a strain on the existing room capacity. The rooms used for movie screening were too cavernous.

Planning - There was excellent support and cooperation between EMD staff and core teachers of the course. Preliminary meetings and planning sessions were well organized. The teachers needed more booklets for their students than EMD had allotted.

Scheduling - The class time of 6 to 10 pm was too long for some students. It was suggested that 6:30 to 9:30 pm might be more workable. On Friday nights, we needed either additional interviewing assistance for the last three hours or a productive way to keep the non-interviewing students occupied. As the EMD staff was doing the registration, they experienced administrative barriers that they wouldn't have had if the College's Registrar's Office had become involved in handling those details.

Students -(skills gained)

1. Realistic expectations of job roles and pay
2. Interview preparation skills, and job-hunting techniques
3. Basic cashiering skills
4. Developed necessary employment attitudes and self confidence
5. Basic selling skills

CONCLUSIONS AND RECOMMENDATIONS

The Retail Sales Training program was successful in meeting the program's objectives in a cost-effective manner. Both the number of students attracted to the program, and the favorable reactions of employers, indicate the concept that pre-employment training is not only workable, it is a program in demand.

A full potential of a retail sales pre-employment training package could be utilized in:

1. Community Education programs in specific locales throughout the county. (i.e., the Molalla program).
2. Continuing personnel development training in supervision and management.
3. A refined package program designed for the use of mall developers and community colleges not within our area. (Hahn Associates)
4. Specialized training for large store/malls opening in the area. (Fred Meyer - July, 1981)

In refining the Retail Sales Training, the following recommendations are suggested:

1. Whenever possible, training should take place in the mall or a very close proximity to the future place of work.
2. An up-front endorsement by the developers in advertising and publicity is preferable.
3. A coordination of employers to provide placement assistance, similar to a college recruitment program would be desirable.
4. A training program for newly-appointed managers and supervisors, paid for by employers, would be a logical extension of this program.
5. A system is needed to expedite registration and accommodate a volume of advance registrations. A coordinated telephone pool which could answer inquiries effective, and sell the program is important.

6. A special procedure to assist an off-campus program in obtaining audio-visual equipment and films, thus avoiding the logistics problem of shuffling supplies between campus and other locations.
7. Develop an interview/appointment form with a postage-paid tear-off section to return to the College as a notification of interview/hiring to facilitate placement evaluation.
8. Since perfect attendance is a criteria of successful class completion - an accurate attendance procedure is essential.
9. When more than one instructor is used for this program, a written communication procedure is essential.

Placement: (See Statistical placement summary - Attachment #9).

Attachment #1

Clackamas Community College

19600 South Molalla Avenue/Oregon City, Oregon/97045/656-2631

November 15, 1980

When a firm opens a store in a new and beautiful shopping complex, there is going to be some good news and some bad news: the good news is that management will be excited and challenged with the new venture; the bad news is you will probably have problems finding willing and qualified help. We know your firm is coming to Clackamas Town Center, and we would like to share in your good news! Your arrival in the Center will have a very positive affect on this community - you will be contributing to the local economy and creating new jobs for local residents. Now it's our turn to contribute to you and your firm's success - a solution to your bad news situation.

You and other firms coming into the Center will be creating an immediate need for an estimated twelve hundred employees. With all the major and minor details of successfully opening a new store, wouldn't it be a great help if you knew that a large number of trained employees were available from which to select your staff? We have a plan that will make such a group ready for you!

We are prepared to offer pre-employment training to prospective employees in the areas of retail sales or wherever you indicate a need. Good work habits will be stressed throughout the program.

From your perspective, it will mean that you will have access to an employee pool of individuals who have already been screened through their commitment of time, money and effort. You will want to train them in the specifics of your particular business, but you won't have to deal with the basics - they'll already have those. We are prepared to assist you with the specifics as well, as you need us.

Of further interest to you is the fact that all pre-employment training will be at the employee expense. We will make no job guarantees to students in this program, but will hope to have assurances from employers coming into the Center that they will at least interview those who successfully complete the program.

To make this plan work for you, we must know what you think. Your response on the attached card will give us all we need to know for the present. Please return it to us as soon as possible.

Clackamas Community College and the Private Industry Council have the resources and desire to do a real job for you. We look forward to your reply.

Very sincerely,

EMPLOYEE & MANAGEMENT DEVELOPMENT

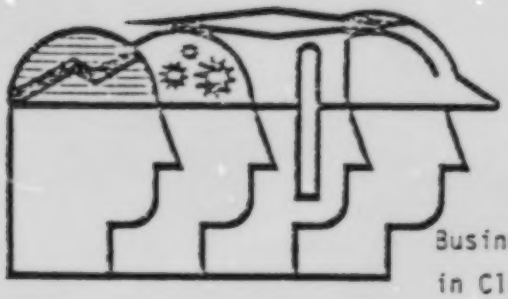
Stuart G. Shepherd, Director

PRIVATE INDUSTRY COUNCIL

John Collins, Chairman

SGS:rk
encl.: P.I.C. Info.

Attachment #2



EDC/PIC

Economic Development Commission
and Private Industry Council
of Clackamas County

P.O. Box 4 Marylhurst, OR 97036

FOR IMMEDIATE RELEASE

Business, government, and education are working together in Clackamas County to find jobs and training for county residents through the Private Industry Council (PIC). The PIC was established in 1978 with the majority of the eighteen PIC members from Clackamas County private industry, business and education. They work in partnership with local agencies and the private sector in designing and providing jobs and training for the unemployed as well as services to employers.

These services include information and assistance in helping employers obtain Targeted Jobs Tax Credits, as well as screening applicants, placement services and an On-the-Job Training program designed by the PIC that pays up to half of the new employee's wages during the training period.

Since this is a program for business, it is felt business should be involved in the planning and design of it. According to Doug McDaniel, PIC representative from Union Pacific Railroad, "We are representing business thinking in the design of a business oriented program."

Clackamas County's Private Industry Council and the Economic Development Commission (EDC) share the goal of making an impact on business, jobs and income for the community. By providing incentives for employers, the PIC helps the EDC attract new business and job opportunities. The PIC/EDC is also gathering labor market information to be used by the PIC in it's planning process to effectively deliver job related services to the private sector.

For more information on Clackamas County's Private Industry Council, please contact Mr. John Collins, Chairman, Telephone 644-0161, ext. 2779 or c/o Tektronix, P.O. Box 500, DEL STA 78-667, Beaverton, Oregon 97005.

jw

SUBJECT: Employee Training for Retail Stores

The recruitment of trained personnel has been referred to:

_____ _____

Name Title

_____ _____

Address Telephone

_____ is interested in knowing more
Store Name about this program

This program will be useful to us if you include:

_____ type training.

11/80

Attachment #4

Clackamas Community College

19600 South Molalla Avenue/Oregon City, Oregon/97045/656-2631

January 5, 1981

We are enthused by the response we have received from you and other businesses in the Town Center concerning our Retail Salesmanship Workshop. We feel we have put together a training package you will appreciate.

We have designed a twenty-hour skills workshop to cover job readiness (attitude!), cashiering, salesmanship, and customer relations. The workshop will begin on January 19 and continue through February - new classes start each Monday.

Since we have already received requests to fill 400 job openings, we are concerned about attracting enough students to meet the demand. You can help!

To assure your store of a pool of trained personnel from which to draw, we propose that you support the College training program through your employment advertising. We are prepared to do camera-ready employment ads for you which will include a statement encouraging prospective employees to attend the College's salesmanship workshop.

We also wish to assist you in scheduling employment interviews for students completing our workshop. If you wish to provide us with your job specifications, application forms and interview schedules, we will coordinate the initial contact process. Each student who successfully completes our workshop will receive a completion certificate to bring to an interview.

Please let us hear from you regarding your advertisement timelines, etc., and the procedure or process for scheduling interviews, in order that we may work as closely with your company policies as possible.

Thank you for your assistance in this endeavor.

Sincerely,

EMPLOYEE & MANAGEMENT DEVELOPMENT

Marni Haley

Marni Haley, Specialist

MH:rk

Attachment #5

ANNOUNCING

Pre-Employment Training

°Customer Relations°Cashiering°Salesmanship
°How to get the job and keep it.

Six one-week sessions beginning each Monday night
Jan. 19 - Feb. 23.
6-10 p.m.
$20. (advance registration required)
Rowe Jr. High, 3606 S.E. Lake Rd., Milwaukie

Why?

On March 1st 1980, one hundred and eight new stores will open in the Clackamas Town Center. Approximately six hundred new jobs will be available on that date. It makes sense to have these positions filled by employees from Clackamas County and the areas immediately surrounding the new center. Clackamas Community College wants to help you get a job by preparing you to be a retail sales clerk.

The twenty-hour training program is based on the specifications outlined by the personnel directors of the stores opening in the center.

The college will assist all prospective employees completing this training program in obtaining interviews for employment.

For registration information call:
657-8400, ext. 233.

CTC Evaluation -

Attachment - #6

STATISTICAL SUMMARY
Cost Analysis

EXPENSES

Reproduction:	302.03	
Contracted Service: (Rowe Janitorial Service)	95.30	
Audio-Visuals	56.45	
Instructor Salary	6,174.15	
Placement Assistance	180.00	
Publicity	15.50	
TOTAL		6,823.43

REVENUE

Tuition (416 students)	8,320.00	
F.T.E. (12.234) (estimated FTE value @ $900)	11,010.60	
TOTAL		19,330.60
		12,507.17

EVALUATION-

Instructor	Attachment - # I
Student	Attachment - # II
Town Center	Attachment - #III

Follow-up: The Employee & Management Development department gave a dinner for involved College personnel and program instructors, and the CTC Marketing Director. This get-together provided the opportunity for spontaneous feedback and PR for continuing programs offered by the College at Clackamas Town Center.

Attachment #7

CLASS # EMD	21-60	21-61	21-62	21-63	21-64	21-65	21-66	TOTAL
DATES:	1-19/1-23	1-26/1-30	2-2/2-6	2-9/2-13	2-16/2-20	2-23/2-27	3-2/3-6	
Students Enrolled	23	62	75	69	75	85	27	416
Students Contacted	20/87%	49/79%	43/57%	63/91%	55/73%	76/89%	17/63%	323/
Students Interviewed	12	36	23	32	28	26	3	160
Students Hired	9/75%	24/67%	18/78%	16/50%	16/57%	10/38%	3/100%	96/6

FINDINGS:

1# 78% of students who took the class were contacted

2# 60% of all students who were interviewed were hired

3# 62% of all students who took the class were taking it for self enrichment, were already employed, or had no desire to go on any interviews

4# 41% of all placements were with anchor tennants

5# 23% of those hired went to work for Wards

6# 11% of those hired from class went to work in Food Service-these were primairly under 18 years of age

7# 53% of the CETA participants were hired. (total 15)

MAURICES INCORPORATED
EXCITING FASHION STORES DULUTH, MINNESOTA 55802 (218)727-8431

Dear Mr. Shepherd:

Mr. Joel Labovitz has referred your letter to me indicating your interest in our coming to Clackamas Town Center. It is nice to receive such a positive welcome as you have extended.

You should be complimented on the effort and planning you have done to meet the proper training and to supply adequate employees to the businesses of your community. I certainly agree with you that good work habits and knowledge of the business basics are necessary to make sure the employee and employer are both satisfied.

Thank you for writing and telling us of your program. We are excited about coming to Clackamas Town Center, and we will keep in mind your kind invitation to take part in your services.

Sincerely,

Marilyn Amendt

Marilyn Amendt
Personnel Director

December 18, 1980

Mr. Stuart G. Shepherd, Director
EMPLOYEE AND MGT. DEVELOPMENT
Clackamas Community College
19600 South Molalla Avenue
Oregon City, Oregon 97045

MA/bb

KENDALL COMMUNITY CENTER
8800 S.E. 80th
Portland, Oregon 97206

June 1, 1981

Department of Employee
and Management Development
Clackamas Community College
19600 Molalla Avenue
Oregon City, Oregon 97045

Dear Marni:

Kendall Community Center is located in North Clackamas County in an area designated as a target neighborhood for block grant funds by the County Community Development Program. Approximately ten percent of the area residents are unemployed and seeking work. The philosophy and goals of the VISTA project at Kendall Community Center tie in directly with helping community residents become involved in self-help programs such as the Pre-employment Training sponsored by Clackamas Community College.

Prior to the training approximately fifty area residents were contacted to determine an interest in skills training. Eight of those contacted indicated they would be interested in attending a training class.

The class was advertised in nineteen local school newspapers during January and February. Approximately twenty-five flyers from the college were distributed to clients of Kendall.

About twenty-five area residents called the Center to get more information about the training. Several of these residents had some conflicts to which possible solutions were discussed. This included problems such as transportation and day care. Five of those spoken to were referred to CETA for the job skills workshops which is part of their employment program.

The list of residents that had been contacted was compared to the class registrations list at the college. Eighteen of these names had registered for the class.

After the Town Center had been open for about two weeks, calls were made to those for whom a phone number was available. Seven of those contacted had attended the training.

All but one had positive comments about the class. Most felt that they learned a lot from the class. They said that it was well organized, interesting, and informative. Three of those were hired at Town Center stores. The others didn't feel that they were ready to apply for jobs yet, or were not interested in jobs at the Town Center.

Overall, from the comments I received, I think that the Pre-Employment Training was a very successful and worthwhile project. The employment opportunities created by the Town Center opening was a tremendous boost to this community. Where a need was obvious and skills were lacking the training class offered an equal chance for those opportunities. I found I received more response from the residents of this area to the college training class than any other classes or programs offered at Kendall, or at Battin Elementary School. I think that this is a good indication of the success of the class or any related programs in the future.

Sincerely,

Sue

Sue Miller
VISTA Volunteer
Kendall Community Center

PREPARATION FOR THE INTERVIEW

The employment interview is one of the most important events in the average person's experience, for the obvious reason that the 20 or 30 minutes he spends with the interviewer may determine the entire future course of his life. Yet interviewers are continually amazed at the number of applicants who drift into job interviews without any apparent preparation and only the vaguest idea of what they are going to say. Their manner says, "Well, here I am." And that's often the end of it, in more ways than one.

Others, although they undoubtedly do not intend to do so, create an impression of indifference by behaving as though they'd dropped in between coke dates. The young man who reports to an interview wearing saddle shoes and a sports coat -- who leans back in his chair and lights up a cigareet -- seems to be saying, "What can you do for me?"

At the other extreme, a few applicants get themselves into a state of mind where they feel as if they are being marched into a medieval inquisition chamber. When they arrive they are in the last stages of nervous fright and unable to do much but gulp and answer in monosyllables.

These marks of inexperience can be avoided by knowing a little of what actually is expected of you and by making a few simple preparations before the interview.

Here are some of the things you can do to get yourself ready:

1. Find out the exact place and time of the interview. This may sound almost too basic for mention, but it's an unfortunate applicant

who assumes that the interview is to be held in a certain place ("all the others were!") and then discovers -- two minutes before the hour -- that his appointment is somewhere else.

2. Write the time and place down and keep the notation with you. Don't rely on your memory.

3. Get the full name of the company straight, along with its address.

4. Be certain you have your interviewer's full name, and find out how to pronounce it if it looks difficult.

5. Do some research on the company interviewing you. Try to find out how old the company is, where its plants, offices or stores are located, what its products or services are, what its growth has been, and how its prospects look for the future. This will give you something besides yourself to talk about during your interview, and provide material to form the questions you should ask. It will help to protect your own interests, also. A manufacturer of buggy whips might be recruiting for a new man, but you would want to know something of his potential market before choosing his field as your career.

6. Prepare your questions <u>before</u> you go in for the interview.

There are a number of publications which can help you research a company. Most of them can be found in any good-sized college or public library. Among the most helpful are:

a. College Placement Directory, by Zimmerman and Lavine.

b. College Placement Annual, by the College Placement Publications Council.

c. Thomas' Register of American Manufacturers.

d. Moody's Manuals.

e. Fitch Corporation Manuals.

f. MacRae's Bluebook.

g. Standard and Poor's Corporation Records.

h. Poor's Register of Directors and Executives.

i. Dun and Bradstreet Reference Book.

j. Company annual reports.

Your school's placement office is an excellent source for booklets and other materials prepared by various firms for recruiting purposes. You may find detailed information in the company's own literature that is unavailable in general registers.

A brokerage office may also be able to supply you with the information you want. If you use library texts, don't wait until the last minute to do your research. Someone else may have the book you need.

7. Bring a pencil with you and a pen that writes neatly, full of ink. Beware of the pen whose cartridge or ink supply may run out unexpectedly.

8. Have some kind of note paper with you, out of sight. You may be asked to take something down. If not, you should make a few notes immediately <u>after</u> you leave the interview.

9. Plan to arrive at the designated place at least 15 minutes early, if you can. Your interviewer may be a little ahead of schedule and you should hold yourself subject to his convenience. A few extra minutes will also help take care of unexpected emergencies. Late arrival for a job interview is almost never considered excusable.

10. The essentials of neatness and cleanliness scarcely need to be mentioned. It might be well to note, however, that a girl should use cosmetics conservatively and that she should have a neat hair style. A man should pay careful attention to details such as his hair and fingernails.

11. Clothes. Your own good taste is your best guide. Simply remember that you are looking for a job -- not going to a party.

A girl should wear conservative clothes -- not dowdy ones, certainly, but those most appropriate to the occasion. She should be careful that her accessories are in quiet good taste, in keeping with her costume.

A young man should also dress conservatively and, ordinarily, in a suit. His accessories should complement his suit -- not contrast with it.

Sports shoes are not proper for a job interview. Of course your shoes should be well shined. If you have a habit of crossing your legs, take a look at the soles -- a job interview is an embarrassing moment to discover a hole in your footwear.

If you are forced to rush to an interview directly from a job or a lab, a polite excuse for your attire will be accepted and the situation understood.

It should be noted that on a few college campuses, where interviews are held with great frequency, there is a new tendency to suggest regular classroom wear for interviews. Check with your placement officer to be sure you follow local custom.

12. If you use after-shave lotion, wash your hands afterward so that the scent will not transfer to the recruiter's hands. And, since many interviewing rooms are small and stuffy, such lotions should be used sparingly.

13. Each of the above suggestions is meant to be helpful, but it would be a mistake to become unduly worried over too many details. A genuinely attractive personality and a good school or employment record will overcome most small errors. Be friendly, honest and sincere and you will always make a good impression.

THE INTERVIEW

You cannot rehearse your role in an upcoming interview, because you don't know what cues will be given to you. Your best guide is to rely on your own native courtesy and good sense. There are, however, some basic rules and situations common to most interviews which may help you if you know about them ahead of time:

1. Nervousness: It's normal for many people to be nervous, particularly in an interview. And there are many jobs open where a little nervousness isn't looked at askance. It does help, however, to dry a damp brow or a clammy hand just before meeting your interviewer. Experienced interviewers discount a certain amount of nervousness, but try to avoid doing things with your hands which might make a tremor obvious.

The interviewer on your campus is there because he wants to hire people -- not because he wants to trip them up or embarrass them. You have the advantage over an applicant who walks into a business house "cold." Your interviewer <u>wants</u> to hire you if you have something definite to offer his company and if he thinks you will fit into his organization.

2. Greet him by name as you enter his office if you are sure of the pronunciation.

3. Take your cues from him at the start. If he moves to shake hands, do so -- but not unless he makes the first gesture. Wait until he offers you a chair before you sit down, unless, in a very small room, he remains seated or sits down immediately.

4. If he shakes hands with you, use a firm grip -- a "limp fish" handshake will make a bad impression. However, don't try to prove how strong your grip is by grabbing his hand and smashing it.

5. Don't chew gum, and don't smoke unless he invites you to do so.

6. Be ready for at least one surprise question right at the start -- a few interviewers favor one of the following gambits:

a. What can I do for you?

b. Tell me about yourself.

c. Why are you interested in this company?

If you think those are easy questions to answer without some previous thought, just try it. You don't have time to flounder around. This is where preparation will count.

If he wants to know what he can do for you, tell him that you would like to apply for a job in a certain operation of his company, with an idea toward progressing into some more advanced phase -- or say anything that will show him you are interested in progress with his company. Be as specific as you can.

Suppose he asks you to talk about yourself. You have found out what his company sells and a little about how it operates. If you are wise, you have thought, "If I were in his place, working for this company, what would I like to know about an applicant?" Tell those things about yourself which relate to the situation -- your background, your education, whether you are married or single. Don't learn a speech by rote, but have a number of points in mind. Be informative without boasting or telling your troubles.

As for the third question, if you have studied the company's literature you will not be at a loss for words.

7. Keep following his lead. Don't answer in just yeses and noes. On the other hand don't talk too much. If you find yourself talking overlong in a monologue, give the lead back to him by saying, "Perhaps you have some other questions to ask me?"

8. Be prepared for a few personal questions, such as "What is your father's occupation?" and "Is your home life happy?"

9. Sit up in your chair and look alert and interested at all times. Don't look tense, but don't relax so much that you look slouchy. Show that you can be a wide-awake, intelligent listener as well as a talker.

10. Look your interviewer directly in the eye -- and keep doing it from time to time during your conversation. This is important. Nearly every interviewer is conscious of it. And remember to smile frequently, at appropriate occasions.

11. Don't let your hands betray nervousness. If you don't know where to put them, leave them in your lap and keep them still. Don't drum with your fingers or tap with a pencil. If you are a girl, don't twist things, such as your handkerchief, purse strap or gloves.

12. A few interviewers like to do most of the talking and judge you by your reactions -- the interest, comprehension and intelligence you show. Others hardly speak at all, and for an amateur these are the hardest to deal with. Their attitude is that it is your job to sell

yourself. That is where you will have to call on your knowledge of yourself and your interest in the work his company does. In any interview, in the last analysis, you will have to sell yourself.

13. Make sure that your good points get across to him -- he won't know them unless you tell him -- but try to appear factual and sincere, not bloated with conceit. If you can mention your best qualities in relation to something concrete, so much the better. For example, saying "I paid for 75 per cent of my own college expenses" is better than saying "I am a hard worker and I want to get ahead." The first establishes the point more convincingly than the second.

14. Even if the recruiter does much of the talking, remember that you can lead him by asking questions which call in turn for a question you want to answer. Example: You are strong in extracurricular organizations. He hasn't mentioned that point and you want to go into a little detail you couldn't cover fully in your resume. You simply watch for an opening and ask, "Are you interested in my extracurricular activities?" He's not likely to say "no."

15. Most interviews will follow a rather simple question and answer formula. If such is the case your ability to answer quickly and intelligently is of great importance. If your answers are confused and contradictory your cause is lost. The greatest preventive against contradictory answers is the plain, unembroidered truth. A frank answer, even if it seems a little unfavorable to you, is better by far than an exaggeration which may tangle you up in the next question.

Often a frank admission can be turned to your advantage. Frankness is admired, and you may be able to recover in this fashion: He asks you if you always pitch right into an assignment and get it done ahead of time. You answer, "I'm afraid I don't always get assignments done before they are due. I sometimes have a tendency to put a thing off until it has to be done. However, I never turned a major assignment or term paper that was late. And I am sure that the supervisors I've had in my last two jobs (I've listed them among my references) will be glad to tell you that my work for them was always finished on time. Both of them told me that my work was thorough and very accurate, and both asked me to return to the job the following summer." Score one for frankness and three for responsibility, accuracy and giving satisfaction in previous jobs.

16. Be ready to give an answer to the question,"What do you plan to be doing ten years from now?" It's a favorite. A popular alternative question is "How much money do you expect to be earning in ten years?" The purpose is to determine your ambition, ability to plan ahead, and the soundness of your thinking. Do you want, vaguely, "to get ahead?" Or are you going somewhere in particular?

17. Never make a slighting reference about a former employer or a professor. If something went wrong, suggest that at least some of the blame must have been your own.

18. Conduct yourself as if you are determined to get the job you are discussing. You have other irons in the fire, of course, and the recruiter is aware of that. But he wants to think that you want a job with his company. If you play coy nobody may take you.

19. He may steer the conversation into politics or economics. This can be a ticklish situation. Hardly any recruiter will ask which political party you prefer. Rather, he is likely to try to sound out your overall economic philosophy. Differences of opinion are a part of our heritage of freedom. But the job interview is no place for a political speech. Be honest, of course, in what you say, and don't be evasive. However, at least in this one instance, try not to say more than is necessary to answer the recuriter's broad line of questioning. If you can agree in general with him, fine. If you stray off into talking about your pet enthusiasms you may hang yourself in the particular.

20. Try to avoid giving the impression, if you possibly can, that you have come in to look over the possibilities, and that you are not yet sure what you want. Don't say, "I'll do anything if I'm given the chance to learn," or "I don't know what I want to do -- I hope you can suggest something." Wherever possible, apply for a specific job or field of work. If there is no opening in the line you suggest, the way you present what you have to offer may well lead the interviewer to suggest another job or department, perhaps even better than the one you were seeking. For this reason it is not advisable to get too far out on a limb by saying you will not consider anything but one certain job.

If the courses you took have not led you into preparation for a specific field of work, don't, on that account, pass up chances for interviews. But research on a company will better help you present your broad qualifications in the light of the company's needs.

If the company has a training program, you will naturally want to express interest in it.

21. Show the interviewer that you are interested, that you appreciate the opportunity he is giving you to present your case, and that you realize the demands on his time.

22. Ask some definite questions about the company. Don't ask so many that the recruiter thinks you are afraid of work or are hesitating at the thought of joining his company. But do show your interest. Have in mind two or three questions you want to ask about the company before you report for the interview. Also keep in mind two or three good reasons why you are interested in this particular employer. The chances are excellent that you will be asked for your reasons.

23. Stick to the subject at hand. Don't let yourself wander away on a tangent because you like the sound of your own voice.

24. If you are asked if you've ever been fired -- and you have been -- frankness again is the answer. Tell him you've learned from your mistakes. Also, there is the possibility you got into a wrong job through a misunderstanding.

25. If you get the impression that the interview is not going well and that you have already been rejected, don't let your discouragement show. You have nothing to lose by continuing the appearance of confidence, and you may gain much. The last few minutes often change things. Once in a great while an interviewer who is genuinely interested in your possibilities may seem to discourage you in order to test your reaction. If you remain confident and determined you have probably made a good impression.

26. Don't take notes in an interview if you can help it. This is annoying and distracting to some recruiters. If you feel that you must write something down, make some remark such as: "That's very interesting. Do you mind if I make a note of it?" The best policy is to note on paper immediately after the interview everything you want to be sure to remember.

If you are given application forms be certain that they are filled out completely and neatly. A messy application form can create as bad an impression as personal untidiness.

27. What if you so impress the interviewer, or his company is in such need of recruits, that he offers you a job on the spot? If you are absolutely sure it is the one you want, accept with a definite yes. If you have the slightest doubt -- if you do not want to accept without further thought (or further interviews), play for time. You must not embarrass the person who has made you the offer. Be courteous and tactful in asking for time to think it over. Try to set a definite date when you can provide an answer. This will reassure him that you are giving his offer serious consideration. Above all, don't create the impression that you are playing one company off against the other to drive up the bidding.

As further evidence of your interest, you may have the opportunity to arrange a trip to the plant or office to meet your prospective associates. (If you are invited to make such a visit at an employer's expense, your expense sheet should include only costs actually relating to your trip, such as transportation, meals, housing and tips. Costs should be prorated among several employers if you visit them on the same trip.)

28. Avoid accepting more than one offer. If you do you will reflect badly upon yourself and your school. You will find yourself in an extremely awkward position and you stand to lose the confidence of everyone involved.

29. Don't make appointments in which you are really not interested. If you have accepted one job and a chance turns up suddenly to interview for a really irresistible position, turn to your placement officer for advice. Job engagements have been broken before. But the way it is done is most important. It frequently happens that in your job with Company B you will have dealings with Company A. Hard feelings are best avoided.

30. You may be asked why you left your last two or three jobs. Return to school, better pay, more responsibility, are acceptable reasons. Be careful, however, not to give the impression that you are a job "jumper" or "shopper."

31. What about salary? Many people believe that an applicant has to ask as much as the traffic will bear -- or more, in the hope of gaining a bargaining position -- and that companies always offer as little as they can. However, where most college interviews are concerned, the company representative has arrived on campus with a certain number of jobs to be filled in definite salary brackets. The interviewer may not choose, unfortunately, to tell you what he has to offer. He may ask you how much you want. The usual answer in that case is to indicate that you're more interested in a job where you can prove yourself than you are in a specific salary. This politely passes the question back to the interviewer. If he is interested, he will generally suggest a figure. In most cases reputable corporations will offer the standard salary for the type of job in question. It is in

your interest, of course, to have found out what the rate is. You know, also, the level beneath which your needs and responsibilities will not permit you to go. Your placement officer can tell you what the normal range of starting rates is for a person with your background.

A few students have a tendency to overrate the importance of starting salary. It is the job and what goes into it that finally determines an employee's salary. It is much easier to raise a salary that is a little low than it is to justify a salary that proves too high for the experience and ability demonstrated.

32. Don't be too discouraged if no definite offer is made or no specific salary is discussed. The recruiter will probably wish to communicate with his office first or interview more applicants before making any offers.

33. Most interviews last between 20 and 30 minutes. A glance at your watch will tell you if your time is almost up. Don't go on talking and talking. Some students talk themselves into a job and then right out of it. Be alert to signs from the interviewer that the session is almost at an end. (If he looks at his watch, you can be sure of it.) If you still want the job, sum up your interest briefly, tell him you are interested, and stop.

34. Be certain to thank the recruiter for his time and his consideration of you. Resist the temptation to flatter him. Even if he is the most fascinating person you've ever talked to don't tell him so. You will be misunderstood. Smile, and show as much confidence in leaving as you did

in arriving. Say something like: "If you have any other questions, or if there is anything you want me to do, I hope you will get in touch with me." Then say "Thank you" and leave. Don't linger at the door to tell just one more story.

If you have answered the two questions uppermost in his mind: 1) Why are you interested in his company? and 2) What can you offer? you have done all you can.

35. Should you write a "thank you" letter? Ordinarily, no. You will, of course, have noted down soon after the interview, any further contact your interviewer suggested. Follow his instructions exactly, and don't muddy the waters immediately by sending unasked correspondence.

If the interviewer seemed really interested in you, or perhaps indicated that you would hear from him -- and you <u>don't</u> hear from him -- wait about a week after the date of contact indicated and then write a brief note to remind him of your talk. Express appreciation for the time he gave you and explain in as few words as possible your continuing interest in his company -- and why you are still interested. You have little to lose at this point by refreshing his memory, and you might get a favorable response.

In any event, if you do not get a flat rejection, or the polite "no" expressed in the type of letter that says, "We will keep your letter in our files and let you know if anything..." -- if you don't get either of these, and if there is still some suggestion that you should keep in touch, by all means <u>keep</u> in touch. Unless you make a nuisance of yourself you will thus be able to stay in the foreground if a vacancy appears.

36. As other questions or problems arise, take them to your placement officer. He works with all types of buisness, governmental, educational, and other organizations, and he can be of great help to you if you work through his office. Be certain to notify him when you take a job or change your job.

37. If you don't "connect" immediately, remember that interviewers, companies, and jobs differ greatly. You will learn much from your first interview and you will almost certainly do better in succeeding ones. The important thing is to keep trying.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?

25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

26. What do you think determines a man's progress in a good company?

27. What personal characteristics are necessary for success in your chosen field?

28. Why do you think you would like this particular type of job?

29. What is your father's occupation?

30. Tell me about your home life during the time you were growing up.

31. Are you looking for a permanent or temporary job?

32. Do you prefer working with others or by yourself?

33. Who are your best friends?

34. What kind of boss do you prefer?

35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?

36. Can you take instructions without feeling upset?

37. Tell me a story!

38. Do you live with your parents? Which of your parents has had the most profound influence on you?

39. How did previous employers treat you?

40. What have you learned from some of the jobs you have held?

41. Can you get recommendations from previous employers?

42. What interests you about our product or service?

43. What was your record in military service?

44. Have you ever changed your major field of interest while in college? Why?

45. When did you choose your college major?

46. How do your college grades after military service compare with those previously earned?

47. Do you feel you have done the best scholastic work of which you are capable?

48. How did you happen to go to college?

49. What do you know about opportunities in the field in which you are trained?

50. How long do you expect to work?

51. Have you ever had any difficulty getting along with fellow students and faculty?

52. Which of your college years was the most difficult?

53. What is the source of your spending money?

54. Do you own any life insurance?

55. Have you saved any money?

56. Do you have any debts?

57. How old were you when you became self-supporting?

58. Do you attend church?

59. Did you enjoy your four years at this university?

60. Do you like routine work?

61. Do you like regular hours?

62. What size city do you prefer?

63. When did you first contribute to family income?

64. What is your major weakness?

65. Define cooperation!

66. Will you fight to get ahead?

67. Do you demand attention?

68. Do you have an analytical mind?

69. Are you eager to please?

70. What do you do to keep in good physical condition?

71. How do you usually spend Sunday?

72. Have you had any serious illness or injury?

73. Are you willing to go where the company sends you?

74. What job in our company would you choose if you were entirely free to do so?

75. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

76. What types of books have you read?

77. Have you plans for graduate work?

78. What types of people seem to "rub you the wrong way"?

79. Do you enjoy sports as a participant? As an observer?

80. What jobs have you enjoyed the most? The least? Why?

81. Have you ever tutored an underclassman?

82. What are your own special abilities?

83. What job in our Company do you want to work toward?

84. Would you prefer a large or a small company? Why?

85. What is your idea of how industry operates today?

86. Do you like to travel?

87. How about overtime work?

88. What kind of work interests you?

89. What are the disadvantages of your chosen field?

90. Do you think that grades should be considered by employers? Why or why not?

91. Are you interested in research?

92. If married, how often do you entertain at home?

93. To what extent to you use liquor?

94. What have you done which shows initiative and willingness to work?

Note: If you will take the time necessary to write out a brief answers to each of the questions in this list, it will help you to clarify your own thinking and establish ready answers.

NEGATIVE FACTORS EVALUATED

DURING THE EMPLOYMENT INTERVIEW

AND WHICH FREQUENTLY LEAD

TO REJECTION OF THE APPLICANT

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited "superiority complex"--"know-it-all."
3. Inability to express himself clearly -- poor voice, diction, grammar.
4. Lack of planning for career -- no purpose and goals.
5. Lack of interest and enthusiasm -- passive, indifferent.
6. Lack of confidence and poise -- nervousness -- ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money -- interest only in best dollar offer.
9. Poor scholastic record -- just got by.
10. Unwilling to start at the bottom -- expects too much too soon.
11. Makes excuses--evasiveness--hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy -- ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations -- lakeside pleasures.
23. Unhappy married life.

24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant -- strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.

48. Asks no questions about the job.

49. High pressure type.

50. Indefinite response to questions.

YOUR RESUME

Your school placement office may use a standard data sheet which you will be asked to fill in so that it may be used as a resume of your activities and work experience. Some companies also may ask you to fill out such a sheet. In either case, be certain to do so accurately, fully, and neatly. Your data sheet will represent you to people who have never met you. If it is untidy you will be judged accordingly.

Some schools, and a number of companies, prefer that the student develop his own resume as a supplement to the face-to-face interview. For this reason we have included the following material on the resume with the thought that it might be of help to you.

(A self-prepared resume becomes increasingly important if you change jobs in the years after graduation. In certain instances it is indispensable, such as application by letter, off-the-campus interviews, or an intensive job-hunting campaign in a major city.)

A good resume will go a long way toward helping you make a good impression. A really bad resume can seriously hurt the chances of an applicant who may seem desirable in every other way.

Contents and layouts of resumes vary as widely as the different individuals who apply for jobs. Interviewers and companies, also, differ as to what they want to see on a resume. You will be safest, however, if you keep it simple and keep it on one page.

Your resume must be typed. Multilithed, mimeographed or otherwise duplicated copies are acceptable if they are well done.

Be sure to use a good quality bond paper.

The resume must be neat. Careless erasures and misspelled words are inexcusable, and the latter, particularly, may cost you a good chance at a job.

Keep carbon copies to save yourself a rewriting job if the original is lost.

If you do not plan to have your resume duplicated mechanically, it is best to type a new one for each interview. This gives you a chance to "slant" it a little toward the specific job in question. Also, an original makes a far better impression than a carbon copy.

Your use of "white space" is most important in creating an impression of neatness and orderliness. Space can be used to isolate important points to which you want to draw attention. Sufficient spacing between all elements helps to create a clean, pleasing impression. Crowding too many details too close together results in an untidy appearance, as well as a "fine print" look that repels a reader.

Your method of organizing the separate elements of your resume is not as important as the fact that you show some kind of orderly, reasonable process. Unless you have proven that you have a better idea, it is wisest to stick to a rather conventional, conservative layout with straight lines and nonerratic paragraphing. "Gimmick" type resumes have occasionally caught the interest of companies, but these are best left to the professionals. Gimmicks can backfire.

If you make use of a resume in a job-hunt a number of years after graduation your work experience will, of course, be highlighted. College

activities will then ordinarily be reduced in the resume to a statement of your university's name, the year graduated, your degree and possibly your major.

What is important to remember is that you must sell your value to a company as surely as that company sells its own products to the public. You must appeal to the employer's interest in what you have to offer. Never emphasize your personal problems or the personal advantages you will gain from employment.

References may or may not be included. Some interviewers prefer to see them on your resume. Others assume that you have filed references with your placement office or have them readily available. References related to your work experience are preferred to those of social acquaintances. A professor in your chosen field of interest is a good choice if he knows you well. (Not all of your references should be teachers, however.) Courtesy dictates that you ask your references' permission before using their names. Relatives' names are never used.

Work experience is an essential ingredient of any resume. Dates should be given, along with company addresses and a brief description of the work you did.

Your job list should ordinarily begin with the last job you held. It should include listings in reverse order, ending with the earliest. Some applicants have made strong cases for themselves because they have held jobs with the same company for a considerable length of time. If you have been asked, for example, to return to the same company several summers in succession, by all means say so.

Other applicants, who have had successively more responsible jobs, emphasize that growing responsibility. Since any company considering you likes to think that you will be a success, it is also good to note a promotion or recognition that has come your way as a result of success in a job. While boasting looks bad, a resume is certainly no place to hide your light under a bushel. Be frank about your accomplishments, stating them briefly and factually. It is better, for instance, to say that you began as a shipping helper and were promoted to inventory clerk than just to list the latter position. Demonstrated ability and progress may mean more to an interviewer than the simple fact that you held a certain job.

Significant minor experience, if it relates in any way to the job you are seeking, may help you, and should be included.

Since your major courses in school and your showing in those courses indicate your interests and abilities, you should have a section in your resume touching on the highlights. Some statement of grades or class ranking is usually expected. Frankness is the wisest policy. Most companies do not limit themselves to seeking only students with stratospheric grade averages. Grades are an important part of the picture -- but not the only part.

Don't overlook your extracurricular activities. Many jobs are especially fitted for a well-rounded individual. The fact that you have been chosen as a member by honorary groups or elected to professional societies in your field speaks well for your future in that field. If you belonged to purely social organizations, list them -- a large part of anyone's success in a new job grows out of his ability to get along with his fellow

workers. A demonstrated social awareness can be a point in your favor. Further, if you participated in activities to an extent that you were recognized by awards or offices, mention those, too. Leadership quality is welcome everywhere.

The student who had little time for extracurricular activities -- who, for instance, worked his way through school and made good grades, also has a strong argument in his favor. He should definitely state what per cent of his college expenses were personally earned, and how many hours per week were usually devoted to working.

It is a literal fact that nearly everyone has <u>something</u> to offer if he will only analyze his abilities, talents and interests correctly and stress his strong points as they relate to the job he is seeking.

If you can do that successfully in your resume -- and if you follow through with it in your interviews -- you need have little doubt that you will, sooner or later, find an organization which has been looking for <u>you</u>.

INSTRUCTOR GUIDE

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW-

1. What are your future vocational plans? (1 & 5-year goals compatible with store employment.)

2. In what school activities have you participated? Why? Which did you enjoy the most?

*3. How do you spend your spare time? What are your hobbies? (Embellish (true, but play up) Try to be interesting.)

4. In what type of position are you most interested? (Be aware of career path - most start at bottom.)

*5. Why do you think you might like to work for our company? (Specific reasons - stress "good fit' your abilities & store image/work requirements.)

6. What jobs have you held? How were they obtained and why did you leave? (Resume' helpful. Don't bad-mouth. Left for better opportunity.)

7. What courses did you like best? Least?(choose one that you had good grades: too easy) Why?

8. Why did you choose your particular field of work? (Like people.)

9. What percentage of your college expenses did you earn? How?

10. How did you spend your vactions while in school?

*11. What do you know about our company? (Be specific in sales volume, number of stores, type of merchandise (1 or 2 sentences, don't be boring.)

12. Do you feel that you have received a good general training? (Yes, tell how well trained you already are)

**13. What qualifications do you have that make you feel that you will be successful in your field? (willingness to work hard, hones, people-oriented, etc.)

14. What extracurricular offices have you held?

*15. What are your ideas on salary? (Minimum range - "W/I 1 yr. I'll be one of top performers, would expect same pay)

16. How do you feel about your family?

17. How interested are you in sports?

18. If you were starting college all over again, what courses would you take?

19. Can you forget your education and start from scratch?

20. Do you prefer any specific geographic location? Why?

21. Do you have a girl? Is it serious?

22. How much money do you hope to earn at age 30? 35?
(Be realistic, if too high then you are applying for wrong job.)

23. Why did you decide to go to this particular school?

24. How did you rank in your graduating class in high school? Where will you probably rank in college?

*Important questions, must be completed prior to role playing.

25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

26. What do you think determines a man's progress in a good company?

27. What personal characteristics are necessary for success in your chosen field? See #13.

28. Why do you think you would like this particular type of job?

29. What is your father's occupation?

30. Tell me about your home life during the time you were growing up. (Be brief and be positive, dwell on present rather than past.)

31. Are you looking for a permanent or temporary job?

32. Do you prefer working with others or by yourself?

33. Who are your best friends?

34. What kind of boss do you prefer? (Do not be critical of former bosses.)

35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment? (Primary = job satisfaction Money = Secondary importance.)

36. Can you take instructions without feeling upset?

37. Tell me a story!

38. Do you live with your parents? Which of your parents has had the most profound influence on you?

39. How did previous employers treat you? (Don't bad mouth previous bosses.)

40. What have you learned from some of the jobs you have held? (Make it apply to retail sales.)

41. Can you get recommendations from previous employers? (Yes - suggest your best, give name, position, phone number.)

42. What interests you about our product or service? (Be specific - state you are a product user.)

43. What was your record in military service?

44. Have you ever changed your major field of interest while in college? Why?

45. When did you choose your college major?

46. How do your college grades after military service compare with those previously earned?

47. Do you feel you have done the best scholastic work of which you are capable?

48. How did you happen to go to college?

49. What do you know about opportunities in the field in which you are trained?

50. How long do you expect to work?

51. Have you ever had any difficulty getting along with fellow students and faculty?

52. Which of your college years was the most difficult?

53. What is the source of your spending money?

54. Do you own any life insurance?

55. Have you saved any money?

56. Do you have any debts?

57. How old were you when you became self-supporting?

58. Do you attend church?

59. Did you enjoy your four years at this university?

60. Do you like routine work?

61. Do you like regular hours?

62. What size city do you prefer?

63. When did you first contribute to family income?

64. What is your major weakness? (Turn negative into postive.)

65. Define cooperation!

66. Will you fight to get ahead?

67. Do you demand attention?

68. Do you have an analytical mind?

69. Are you eager to please?

70. What do you do to keep in good physical condition?

71. How do you usually spend Sunday?

72. Have you had any serious illness or injury?

73. Are you willing to go where the company sends you?

74. What job in our company would you choose if you were entirely free to do so?

75. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

76. What types of books have you read?

77. Have you plans for graduate work?

78. What types of people seem to "rub you the wrong way?" (Dishonest - I get along with most everyone.)

79. Do you enjoy sports as a participant? As an observer?

80. What jobs have you enjoyed the most? The least? Why?

81. Have you ever tutored an underclassman?

82. What are your own special abilities?

83. What job in our company do you want to work toward?

84. Would you prefer a large or a small company? Why?

85. What is your idea of how industry operates today?

86. Do you like to travel?

87. How about overtime work?

88. What kind of work interests you?

89. What are the disadvantages of your chosen field?

90. Do you think that grades should be considered by employers? Why or why not?

91. Are you interested in research?

92. If married, how often do you entertain at home?

93. To what extent do you use liquor?

94. What have you done which shows initiative and willingness to work?

Note: If you will take the time necessary to write out brief answers to each of the questions in this list, it will help you to clarify your own thinking and establish ready answers.

I. QUESTIONS EMPLOYERS ASK IN INTERVIEWS

1. Tell me about yourself.

2. What are your strong and weak personality traits. Five of each.

3. Why should my company hire you?

4. List in order of importance to you:

   Location
   Salary
   Promotion Potential
   Fringe Benefits
   Travel Potential
   Actual Job Description

5. Tell us what you consider to be the ideal opening.

6. Where do you see yourself in five/ten years?

7. Have you ever been arrested?

8. What questions do you have of me?

9. If you were five years younger, what would you do differently in furthering your career?

10. How many other employers are pursuing you?

11. What is the worst thing I could find out about your past?

12. Have you noticed how our stock has been behaving?

13. Tell me what you think of our product line.

14. Why are you interviewing with my firm?

16. How does your wife feel about a career with my firm?

15. What one characteristic must a salesman have?

18. How does your work experience relate to the opening we are discussing?

18. What firms have rejected you? Why?

19. What do you like to do in your spare time?

20. What have been your most significant accomplishments?

21. What did you least enjoy about college? The military?

22. If you did not have to earn a living, how would you spend your day?

23. What sources have you used to investigate my firm?

24. How did you prepare for this interview?

25. What do you know about our competition?

26. What is your opinion about _____(current affairs)?

II. QUESTIONS TO ASK EMPLOYERS

1. What characteristics earmark your most successful employees?
2. What characteristics(s) would be fatal in my future with your firm?
3. What is your firm's philosophy on promotion?
4. What are your company's plans for new products, R & D, new facilities, etc.?
5. What is your firm's source of upper level management?
6. In the last three years what have been your firm's biggest problems?
7. What percentage of your firm's entry level employees stay five years?
8. How often and in what manner are your employees appraised of their performance?
9. When this interview in concluded, what is the next step?

This is an actual employer's evaluation form. It is typical of those which most interviewers complete immediately following every interview. How do you think you would be rated in each catagory?

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1. FIRST IMPRESSION - As the applicant impresses you, so is he likely to impress others. A man's first impression can set the pattern for future effectiveness.

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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2. PHYSICAL APPEARANCE - Was he neat and well groomed? Was he dressed in taste? Keep in mind that he is trying to impress you favorably and is putting his best foot forward.

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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3. VOICE AND SPEECH - Was his voice clear and easy to understand? Did you notice any annoying speech or voice habits?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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4. EDUCATIONAL BACKGROUND - Is his educational level acceptable? What was his college average? Is he too well educated for the job?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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5. POISE AND SELF-CONFIDENCE - Was he at ease during the interview? Did he seem to have a sound estimation of his abilities?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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6. AMBITION - What are his future goals? Are they realistic ones? Does he seem motivated for the job and eager to succeed?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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7. INTELLIGENCE - Does he seem to grasp things easily? Is he a good listener? Does he ask thoughtful and intelligent questions?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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8. KNOWLEDGE OF OUR COMPANY - Did he know anything about the company before the interview? Did he check with anyone about the company? Did he ask good questions about the company? Did he have a good concept of the job itself?

   OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

---

9. OVERALL IMPRESSION - Is he the kind of man you would like to have work with you? What is your overall objective evaluation of him? Did he "sell" you?

OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

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10. MATURITY - Does he impress you as a man whose overall personality is suitable for the job? Does he seem sufficiently mature in appearance and manner to deal effectively with the job?

OUTSTANDING ☐ GOOD ☐ ADEQUATE ☐ POOR ☐

SCORING

Every "outstanding" checked = 3 points
Every "good" checked = 2 points
Every "adequate" checked = 1 point
Every "poor" checked = 0 point

EVALUATION

25-30 - Excellent applicant
20-24 - Very good applicant
15-19 - Average applicant
10-14 - Marginal applicant
Below 10 - Poor applicant

COMMENTS:

FORMULA FOR A RESUME

IDENTIFICATION:

Your Name

Permanent address

Permanent phone number

Present address (it would be advisable to state "until date")

Present phone number

CAREER OBJECTIVE:
(Describe the type of work you desire, both on a short-range and on a long-range basis.)

SUMMARY OF QUALIFICATIONS:
(Give a digest of your experience, education, and other qualifications; such data should be slanted toward the objective stated above.)

WORK EXPERIENCE:
Employer, length of service, type of work performed (including volunteer work without pay), start with your present position and record employment data in reverse chronological order.
(For more experienced alumni, consider using the functional approach.)

MILITARY SERVICE: (for men age 28 and under)
Present draft classification, status or obligation (e.g., reserves).
Previous experience (indicate branch of military service, length of service, rate or rank, and experience).

EDUCATION: (present your highest degree, data first, and work backward)
School Location
Major and minor courses of study
Scholastic standing (if less than 5 years out of school)
Graduate degree holders should include their thesis topic here.
Campus honors and activities: (if you are out of college less than 5 years)
(include honorary and professional societies, awards, extra-curricular activities, including sorority or fraternity, etc.; percentage of college expenses earned).

PERSONNAL DATA:
Date of birth; height; weight; marital status; dependents
Father's occupation
Physical limitation (if any)

OTHER INFORMATION: (for example)
Special skills and hobbies
Travel, knowledge of other countries, languages, etc.
Community activities
Mention that references will be furnished upon request.

CLASS TIME PLANNING GUIDE

SUBJECT ORIENTATION AND CUSTOMER RELATIONS

INSTRUCTIONAL MATERIALS REQUIRED:

Flip Charts
Copies of Tests to be given
Chalk and Chalkboard
Magic Markers for flip charts
Flip chart easel or stand
Bulletin Board and tacks (permanent, applies to all classes)
Deck of Playing Cards

STUDENT MATERIALS

Pencil or pen
Notebook
paper
Handout booklet

OPTIONAL MATERIALS:

Overhead projector, markers and blank sheets for illustrations

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To familiarize the students with the total course, (content and expectations), to outline what will be occuring in the class, what they will need to have each evening. To familiarize the students with one another.	I - CLASSROOM HYGIENE A - Location of restrooms B - No smoking in class C - Breaks - 10 minute duration D - Roll call every evening E - Materials needed for class F - Dress G - Attendence H - Bulletin Board* *Students will be assigned an ongoing project. Each student is to bring in, each evening, a picture cut from a magazine or other source showing either a good or a bad example of a professional salesperson. This can be illustrated by the dress or actions of the person in the picture.	Listen, taken notes	Brief quiz #1	Students, given a quick 4-question quiz on the opening introduction to the class will answer 3 out of the 4 questions correctly.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Continued from page one:	II - OVERVIEW OF COURSE A - Five night course B - Content of each night * C - Performance expected D - Job Atmosphere in class	Listen, take notes and question * USE FLIP CHART OF EACH NIGHT'S CLASS TITLE AND EXPLAIN CONTENT BRIEFLY	Brief quiz #2	See Page one
To allow students to get to know one another and start them communicating with each other in a "team" situation. To facilitate each student knowing and learning the other student's names.	III - INTRODUCTION OF STUDENTS A - Use pen and pencil B - Instructor to count off in "ones" and "twos" C - Team up ones and twos D - 3 minutes for each interview. E - Allow each student to use about 2-3 minutes to introduce the person he or she has interviewed.	Each student will interview one other student for 3 mins. Then he or she will be interviewed by the interviewee. At the conclusion, each student will introduce the other student and tell something about him or her to the class.	Actual performance in class	All of the students, given the information they gathered from their partner, will be able to at least communicate the name and one or two facts about the person they interviewed.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To illustrate to students that it is important to understand all directions before undertaking a task	IV - FOLLOWING INSTRUCTIONS A - Destination without a roadmap is a destination you are not liable to reach. B - Hand out TEST NO. ONE C - Allow 4-5 minutes for test. D - Discuss importance of following all directions before undertaking a task.	Listen, take notes, complete fun quiz on following directions.	#3 Quiz, feedback from class	Given a "trick" fun quiz on following directions, about half of the class will be fooled into completing the whole test when it would be unneccessary if they read all tne instructions.
To re-emphasize the outline of the course. To test the effectiveness of the presentation so far. To elicit some discussion of points from class.	V - GENERAL TEST (NUMBER TWO) A - Explain to students that test is to get an idea of their feelings about the course and themselves. B - Pass out TEST NO. TWO) C - Allow students about 10-12 minutes for test. D - Allow students to self score tests and then turn them in. E - Discuss each question and look for student input.	Take examination	Feedback and discusssion in class.	Given an 8 question test on general knowledge of the class so far and some attitude questions, the class will score at least 75% on the test.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To be sure that students have a positive attitude about working for someone else and can be loyal to an employer. To instill in the students the fact that the store's success is depedent upon their success in becoming a professional.	VI - EMPLOYER-EMPLOYEE RELATIONS A - Who are you working for? 1 - Yourself, for success 2 - The firm, for it's success 3 - The customer's satisfaction. 4 - #3 depends on #1 and #2 B - Your personal needs 1 - Monetary success 2 - Job Satisfaction 3 - Pride in what you do 4 - Advancement C - The customer's needs 1 - Courteous service 2 - Good products that meet needs 3 - H E L P! (If it was all self-service you wouldn't be working) D - Student examples 1 - Have students cite some examples where they have been customers & were poorly treated. NOTE: Move the students at this time from consumer to salesperson in their minds.	1 - Listen, take notes 2 - Question 3 - Give examples 4 - Discuss how examples may have been avoided by using good customer relations.	Class reaction and feedback	Following a presentation, question and answer period and examples from the class, the class as a whole, with better than 75% participation will: 1 - Give at least 10 examples of poor service from their own personal experience . 2 - Identify in all examples the incorrect actions taker by the salesperson. 3 - Be able to list or orally identify what would have been the best way to handle the situation and provide the best service to the store and the customer.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To instruct the students in the importance of the "first impression" with customers. To train students in asking polite questions to find out customer's needs. To get students to feel comfortable using their name and the customer's name. To impress upon students the importance of courtesy, finding out customer's needs.	CUSTOMER RELATIONS VII - ON THE FLOOR RELATIONS A - Initial Impression 1 - Smile 2 - Greeting 3 - Attention to customer 4 - Inquire as to needs 5 - Use your name B - EXERCISE 1 - Instructor selects 2 students 2 - #1 is told that he is customer in an extreme hurry to get specific item which he cannot find. 3 - #2 is told that he is salesperson and that he is very interested in hearing about another salesperson's party last night. Instructor is other salesperson. 4 - Instruct #1 to try to get service. Instruct #2 to ignore customer. #3 will also ignore customer. 5 - Class will evaluate and suggest how it could be done better.	1 - Listen, take notes 2 - Respond to questions 3 - Respond WITH questions 4 - Participate in exercise in "on the floor" courtesy to customers. ++ IF TIME PERMITS, AT THE CONCLUSION OF EXERCISE "B", HAVE MEMBERS OF THE CLASS DO THE EXERCISE AGAIN AND SHOW HOW IT COULD BE HANDLED IN A "PROFESSIONAL MANNER" LET THE CLASS SUGGEST HOW EACH PERFORMANCE COULD BE IMPROVED.	Class will be evaluated on response and feedback during the roleplay exercises.	Following the presentation, the class will suggest correct ways to handle a customer inquiry. Responses that are correct or indicate a knowledge of how to handle a customer inquiry will be secured from over half of the students. At the conclusion of the class, 75% of the students will be expected to answer Question #7 on the final exam correctly, which covers this situation.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To re-emphasize how a customer's needs can be ascertained by just asking polite questions	CUSTOMER RELATIONS VII - ON THE FLOOR RELATIONS (CONTINUED) C - EXERCISE 1 - If time permits, use the Tom Hopkins "alternate of choice" card trick to illustrate how questions can be asked to reach a known answer. PREMISE: Using a deck of ordinary playing cards, the instructor identifies to THE CLASS ONLY a specific playing card in the deck. Using a student who comes to the front of the class the instructor begins to question the student to get him to select the card. 1 - Student, there are both red and black cards, please select one. 2 - Good, now in the black cards,there are spades and clubs select one. 3 - Good, that leaves spades, and among them there are face cards and numbers. Choose one or the other. 4 - Good, that leaves face cards, of which there are the jack, king and queen, choose one. 5 - That leaves the king and the queen. Choose one. 6 - THE QUEEN.....that's correct. If the student picks the right direct, answer, "that's right" and proceed. If the wrong direction, answer "that leaves....." and lead the right direction. This will lead eventually to the correct card, which only the class and you know. D - If time permits, let one or two students from the class do the trick again.	Volunteer from class. Plays card game with instructor.	By response from class.	The student involved will be able to select an item correctly that he has no knowledge of in advance.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To emphasize the importance of "suggestive" selling in meeting a customer's needs.	CUSTOMER RELATIONS VII - ON THE FLOOR RELATIONS (CONTINUED) D - Exercise in suggestive selling. 1 - Instructor write items on board after explaining the concept of "suggestive" selling. 2 - Students will respond orally to each one and suggest other items that might be sold as well with the selected items. NOTE: Use this exercise to call on students who have been quiet and reticent so far. After a few responses, change and have the students respond EXACTLY as they would to customers, i.e. "Would you like to look at some ---------as well today? ITEMS TO BE WRITTEN ON BOARD: 1 - Shirt 2 - Washer 3 - Paint 4 - Shoes 5 - Shoes (other gender)	1 - Listen to brief presentation 2 - Respond to items 3 - Evaulate responses	Evaulation will be through the response and performance of the students in the exercise.	The students will (as a class) be able to suggest at least three additional items for each suggested item listed.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To emphasize and impress upon the students how to conclude an effective sale.	CUSTOMER RELATIONS VII - ON THE FLOOR (CONTINUED) E - Concluding the Sale 1 - Anything else needed? 2 - Thank you 3 - Come back again 4 - Ask for me if I can help +WRITE ALL OF ABOVE (1-4) ON THE CHALKBOARD OR FLIPCHART SO STUDENT CAN REFER TO THEM. F - EXERCISE 1 - Call on each student and let them do the "concluding" remarks to the sale, either to their desk partner or to the instructor, preferably to desk partner.	1 - Listen and take notes 2 - Participate in role play	Evaluation will be judged by the response and performance of the class. Instructor will call on every student to give a concluding close to a sale.	Every student will be able to respond with a good conclusion to a sale.

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To acquaint the students with handling complaints from customers.	CUSTOMER RELATIONS VII - ON THE FLOOR (CONTD) G - Complaints 1 - Customer feels wronged 2 - Your're the target 3 - Don't take it personally 4 - Handle it courteously 5 - Unresolved problems aren't good H - EXERCISE 1 - Student voices complaints 2 - Another student answers 3 - Class evaluates and suggests how to do it better	1 - Listen 2 - Role Play 3 - Evaluate 4 - Discuss	Evaluation of this segment will be by class participation and contribution to the exercise.	100% of the students will either be able to voice a complaint or answer one in a polite manner.

NOTE: If time permits, try to elicit some situations where the customer is obviously wrong and trying to get something for nothing because they just don't like the product or are trying to get something for nothing. Note the obvious signs of stolen merchandise so students are aware of them (double tags, inventory tags, other store, etc.)

SUBJECT CUST. RELATIONS

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To demonstrate to students the correct manner to answer the phone in a business situation.	CUSTOMER RELATIONS VII - Phone Communications 1 - As important as any greeting 2 - If they don't come in they don't buy 3 - Smile, be polite 4 - Use your name, use the store name, use the dept. name. EXERCISE: (OPTIONAL FOR TIME) 1 - Have each student make a call to another student. 2 - Have the student making the call specify the store name and department. 3 - Have the class evaluate themselves.	1 - Listening 2 - Role Play 3 - Evaluation	Class and students will be evaluated on the basis of their participation and self-evaluation in this exercise.	By the conclusion of the exercise, 100% of the students will be able to answer a phone in a correct manner for a retail sales situation.

SUBJECT GOAL SETTING

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To impress upon the students that their success depends upon setting and meeting measurable and attainable goals and objectives	IX - GOAL SETTING A - Definition of a Goal 1 - Realistic 2 - Attainable 3 - Measurable B - Have students write own goals and keep them for themselves. C - Whatever you sincerely believe in, ardently desire and enthusiastically act upon MUST INEVITABLY COME TO PASS.	1 - Write short term goals 2 - Write long term life goals	In the case of goals, the understanding of the concept will be demonstrated by the students responses in class in this session. In the case of the achievement of the goals, this will be evaluated by the lifetime performance of each and every student, and this will be pointed out to them at this point.	Each student will leave the class with a set of goals for an immediate salary level and job as well as a life-time success goal or two.

	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To review the total content of the evening's presentation and answer questions that students might have about the content.	X - REVIEW A - FOLLOWING INSTRUCTIONS B - EMPLOYER-EMPLOYEE RELATIONS C - PEER RELATIONS AT WORK D - CUSTOMER RELATIONS 1 - Communications 2 - Questions and answers 3 - Suggestive selling 4 - Truly helpful 5 - Courtesy, tact, etc.	1 - Listen 2 - Ask Questions 3 - Respond to questions 4 - Assist each other in answering questions.	Evaluation will be through the ability of the students to answer EACH OTHER'S QUESTIONS during the review.	1 - Of the questions asked of the class by the instructor, the class will be able to answer over 75% of them with a correct answer. 2 - Of the questions posed by members of the class, other members of the class will be able to respond with a correct answer in over half of the situations.
To administer a final quiz to measure the student's grasp of the subject matter.	XI - STUDENT QUESTIONS A - Seek out student questions and then seek the answers from other members of the class.	1 - Ask questions 2 - Answer questions for each other.	Evaluation will also be by observing student's ability to answer each other's questions.	
	XII - FINAL QUIZ A - Give students final quiz B - Self-grade and evaluations C - Last questions D - Dismissal and GOOD LUCK!	1 - Take examination 2 - Grade and evaluate selves	Course evaluation will be by final quiz.	3 - All of the class will attain a grade of at least 75% on the final exam.

SUMMARY CHECK OF WHAT I KNOW ...

1. My name is _____

2. Today is _____

3. Being neat and professional in my dress as a professional salesperson is not really important as long as I know how to do most of the job.

   A. TRUE
   B. FALSE

4. I'm not really responsible for my success or failure in retail sales. If I don't become successful on the job, it's probably someone else's fault.

   A. TRUE
   B. FALSE

5. Retail salespeople dress neatly and professionally for their job because:

   A. if they don't, the boss will yell at them.
   B. everyone else does it.
   C. because they ARE professionals and it is reflected in the way they dress.

6. If I found out that one of my friends who worked with me in my department had made a "dumb" mistake on the cash register, I would:

   A. find him or her, and even if they were with a customer, tell them about how dumb they were to do it.
   B. have a good laugh and forget about it since it wasn't all that big a deal.
   C. wait until I could talk to them privately and ask them if they knew they had rung something up incorrectly.

7. One of the other sales people and I are talking about a party we went to last night. While we are talking and laughing about it, a customer comes up. I can see by the look on her face that she's mad, and she's holding a sweater in her hand that's obviously shrunk several sizes. The best thing to do would be:

   A. pretend we don't see her and hope she will go away so we can talk some more.
   B. tell her immediately that it's not the store's fault that she washed it in hot water.
   C. stop talking with my friend and direct my attention to helping the customer with her problem in the best way I can.
   D. duck behind the counter and hope she didn't see us and recognize us as salespeople working in the store.

8. If everyone in the department I am working in seems to be taking things home every night without paying for them, I had better:

   A. get some things picked out to take home myself.
   B. talk to someone in management about what's going on.
   C. do nothing. The store has plenty of things and won't miss them.

9. If an important family matter is going to mean that I have to have a different day off than I am scheduled for, I should:

   A. just take the day off that I need and come in some other day.
   B. get a friend to work the day that I can't work.
   C. get a written work schedule change from my manager.

10. While I am working in my department, the phone rings. Since it is very busy today and the store is very crowded with customers trying to buy sales items, it would be alright to answer the phone with just "HELLO".

11. I have just started work and right away I see that a friend is also working who was at a party with me last night. I am just dying to ask him what happened after I left. He is helping a customer find some articles to buy. I should:

   A. go up to them, and after saying "excuse me" politely, ask my friend what happened at the party last night.
   B. wait until we are at lunch or coffee break together or after work to ask him what happened.

12. When a customer comes into my department to look for a special item:

   A. they probably already know what they are looking for and I just have to point them toward where the item might be found.
   B. they might have a question or two about the item and I should be prepared to answer their questions and make suggestions.

CASHIERING - CLASS OUTLINE AND TIME SCHEDULE

6:00 Introduction & Organization
Handling money
Programmed Instruction Booklet
Using NCR handout

6:20 Retail Cashiering Skit

6:40 Discussion of Skit
Key points:
Customer relations
Use of the telephone
Use of equipment
Customer habits
Personal appearance
Personal conduct
Store policy & procedures

7:00 Secret Service Presentation
Counterfeit money

7:45 Film: Handling Money
(14 minutes)

8:00 Shoplifting & Pilferage

8:30 Handling Money Activities
a. Money Safeguarding Procedures
pamphlet & changemaking
study guide
b. Play money activity
(partners)
c. Changemaking drills
(tape and change analysis sheet)
d. Changemaking quiz
(tape and change analysis sheet)

9:15 Film: Handling Checks (10 minutes)
list major points

9:30 Film: Handling Credit Cards (10 minutes)
list major points

9:45 - 10:00 Fear of Automation

CLASS TIME PLANNING GUIDE

SUBJECT Cashiering

INSTRUCTIONAL MATERIALS REQUIRED:

16 mm projector
Films: Handling Money
Handling Checks
Handling Credit Cards
Cassette Player
Tapes: Changemaking Drills, 1 - 6
Changemaking Drills 18 - 24
Change Analysis Sheets

NCR Pamphlets:
Programmed Instruction:
Handling Money
Money Safeguarding Procedures
Changemaking Study Guide
Play Money
Changemaking Activit, Worksheets
Paper and pen for notes

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Introduction and Organizational information Overview of content: Cashiering Procedures Handling Money Counterfeiting & Pilferage Shoplifting Handling Checks Handling Credit Cards Fear of Automation	Lecture	listening	questions for clarification	students will follow procedures and time schedule throughout the session

SUBJECT _____

Page 2 of _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will become familiar with basic money handling procedures used at the cashier station.	Instructions for NCR programmed instruction booklet, Handling Money	The student will complete a short programmed instruction course, reading the material and answering questions in the booklet.	The student covers the answers on the side of the page. The student reads the information, answers the question, and uncovers the answer to see if he/she has answered correctly. Immediate feedback is provided for each of the 32 questions.	The student will orally identify techniques and safeguards in handling money during a class discussion. Participation will be observed by the instructor.

SUBJECT_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will observe the difference between proper and improper Cashiering Techniques and procedures, including the following: Appropriate appearance, customer relations, telephone techniques, product knowledge, operation of equipment, readiness of the job station, company image, customer habits, personal conduct, company policy, handling merchandise, Customer Service and Salesmenship.	Two part retail skit. emphasizing the correct and incorrect procedures for handling a sale. Options for Retail Skit 1. Puppet Show 2. Using a student to read the part of the customer 3. Duplicating and handing out skit to read and discuss 4. Lecture using skit situations as examples	Observation of skit, part 1 Listing of inappropriate conduct and procedures. Observation of skit, part 2, Discussion of key points illustrated in the skit will follow.		Student will complete a list of the 13 points illustrated in the skit to keep for future reference.

SUBJECT_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will become aware of techniques used by counterfeiters and short-change artists.	Guest Speaker or Lecture/Discussion	Listen to Secret Service Agent or Instructor. View Audio-Visual Presentation. Scrutinize and handle counterfeit bills.	Take notes - Read and keep brochure	Be able to identify the most common tricks used by criminals at the cash register station. Be aware of steps to take when suspicion arises.

SUBJECT_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Further clarification and reinforcement of safeguarding techniques in handling money.	Film: Handling Money (14 minutes)	View film	Quiz	List 4 of the 5 major points presented and reviewed in the film.

SUBJECT_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will become aware of common shoplifting techniques, internal pilferage, and shortage problems.	Guest Speaker or Lecture/Discussion. Store Security Agent	Listen, ask questions	Quiz	The student will identify in writing common shoplifting techniques. The student will orally give examples of step to take if suspicion arises.

SUBJECT_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Given a cash sale, play money, and change analysis sheets, the student will demonstrate his/her ability to make change accurately using the counting forward method.	Short lecture describing the counting-forward method.	a. The student will read pages 1 - 8 of the NCR pamphlet, Money Safeguarding Procedures, and complete the accompanying Changemaking Study Guide.	Completion of the Study Guide.	Successful completion of 20 out of 25 questions in the Study Guide.
		b. Changemaking Activity Package. Students will find a partner and complete the exercises in the package using play money.	Students will check each others accuracy using the key provided.	Students will accurately make change using the counting forward method in 4 of 5 exercises.
		c. Changemaking tapes and change analysis sheets. Students will listen to the tapes and mark the appropriate coins and bills to be given as change.	Quiz on tape	Students will accurately check the appropriate coins and bills to be given as change in 11 of the 12 problems.

SUBJECT_____

Page 8 of_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will recognize the elements of a good check, observe a pattern of detecting errors and request identification as outlined by store policy.	Film: Handling Checks (10 minutes)	View Film Take notes Read page 17 in Money Safeguarding Procedures	Quiz	The student will correctly list 8 out of 10 items to examine when accepting a check.

SUBJECT_____

Page 9 of_____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will become aware of the proper procedures in accepting and handling credit card transactions.	Film: Handling Credit Cards	View Film Take Notes Discussion/Review	Quiz	The student will list correctly four out of five check points for the acceptance and handling of credit card purchases.

SUBJECT_____

Page 10 of _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will become aware of the advantage of electronic cash register systems over mechanical systems. Common fears of automation will be alleviated.	Feature/Discussion	Listen to short lecture Orally answer questions Participate in discussion	Participation as observed by instructor	Difficult to asses due to absence of equipment.

REVIEW: - " I already know ....."

1. My name is _____

2. The person MOST responsible for my personal success in my career is:

   A. the employer who hires me.
   B. the instructor giving this test.
   C. myself.
   D. my mother and father.

3. People who "dress up for the job":

   A. are just trying to impress everyone.
   B. are stuck-up snobs who think they're better than anyone else.
   C. are trying to butter-up the boss for a raise.
   D. have figured out that professional sales people are supposed to look good on the job.

4. I am here tonight because:

   A. I couldn't find a date tonight.
   B. I'm serious about learning to be a professional retail salesperson.
   C. there's nothing good on TV tonight.

5. An owner or manager of a retail store would rather hire:

   A. someone who has invested their time, money and energy in a course to prepare themselves for retail sales.
   B. someone who wandered in off the mall to ask about jobs.
   C. a person who has just quit his or her first retail sales job after only one month on the job at another store.

6. Since this is just a class, how I dress really isn't important, and I don't have to worry about how I look until I'm hired on a real job.

   A. TRUE - There will be plenty of time later to learn how to dress properly for a retail sales job.
      FALSE - I will be evaluated not only on how I perform in class, but on how I look.

7. Being on-time for work is important, but I don't have to worry about it yet, since this is still just like "being in school".

   A. TRUE - All I get is a tardy mark or an absence.
   B. FALSE - Being on-time and being here every night is critically important and prospective employers will review my class record.

8. Since most of the work in a retail store involves talking to people, it won't be important if I can't write or spell correctly.

   a. TRUE - Just as long as the idea gets across, that's all that matters.
   b. FALSE - Incorrect grammar and poor spelling can reduce my opportunities for advancement in my professional sales career.

INTRODUCTORY QUIZ-

1. My name is _____

2. Today is _____

   A. Saturday Night Live
   B. Monday night, the first night of the course.
   C. Christmas Eve

3. Class hours are:

   A. from 6:15 to 9:30 pm
   B. start sometime around 6:00 pm
   C. from 6:00 pm until 10:00 pm each night of the class
   D. up to the class and the instructor

4. I expect to gain both knowledge and skills from this class:

   A. TRUE
   B. FALSE
   C. I DON'T KNOW FOR SURE.

CHANGEMAKING

A quick and accurate way of counting change is called the "counting-forward" method. Start counting with the amount of the sale and stop counting when you reach the amount the customer gave you (amount tendered).

CHANGEMAKING ACTIVITY

This activity takes two people, find a partner.

Preparation - - You will need:

1. Play money
2. Situate yourselves so you are facing each other.
3. The following worksheets
4. Place the play money on table or desk as it would be in a cash drawer.

You will be the cashier and the person you are working with will be the customer. You will issue change. Your customer will check your accuracy. Each person will do five (5) problems.

Prodecure

Cashier:

Using Worksheet A

1. Refer to the amount of sale.
2. Say the amount to your customer.
3. Receive the amount tendered.
4. Issue the change using the counting - forward method.

Customer:

Using Worksheet B

1. Tender the amount listed.
2. Check to see that the cashier issues the coins and bills listed.

Name _____ Date Started _____

Shift _____ Date Completed _____

MARKETING AND MANAGEMENT

CHANGEMAKING STUDY GUIDE

Goals

Proper money handling will enable you to do business more accurately, save time, and make a good impression on your customers. You can accomplish this by keeping an orderly cash drawer, handling cash properly and making and counting back correct change to the customer.

Standard procedures exist for making change. Accuracy and skill are required in this area. The change you give customers is either right or wrong--there is no "almost."

Upon completion of this Study Guide, you will be qualified to assume change-making responsibilities in "The Store."

Objectives

1. Given a cash sale you will demonstrate your ability to make change with 100% accuracy using the counting forward method.
2. Given a cash sale you will demonstrate your ability to practice proper security measures as related to handling money.

CHANGEMAKING STUDY GUIDE

1. Please read pages 3, 4, and 5 in the pamphlet Money Safeguarding Procedures and complete the following word-matching exercise.

2. Do you know these words?

currency	cash drawer
sales register	money value
bank	section
coins	correct
receipt	

Using the words above, fill in the blanks below with the words that have the same meaning.

A. cash register _____

B. denomination _____

C. change fund _____

D. paper money _____

E. compartment _____

F. accurate _____

G. till _____

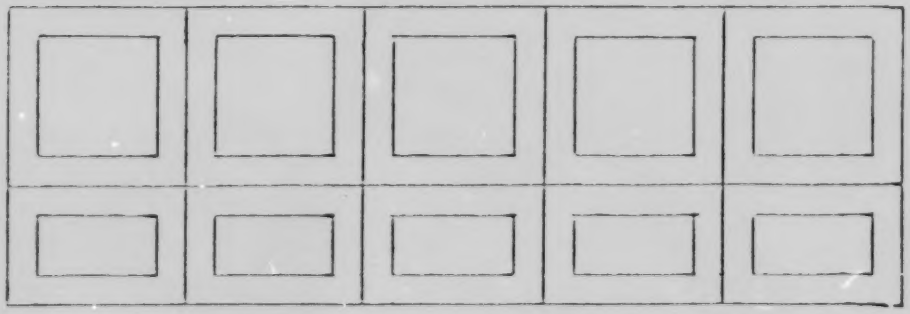
H. pennies, nickles, dimes quarters, half-dollars _____

I. proof of purchase _____

3. Cash drawer arrangement.

As a cashier you will have to set up the change fund for the store.

Write the denomination of coins and currency you would put in the compartments of the cash drawer in the sketch of the cash drawer below.



Currency
$1.00, 5.00
10.00, 20.00

Coin
$.01, .05, .10,
.25, 50

4. True or False?

   You should wrap the merchandise before you ring it up on the register.

   True _____ False _____

Please read pages 6, 7, and 8 in Money Safeguarding Precedures and complete the following fill-in questions:

1. When you accept payment for a purchase, keep the _____ in plain view.

2. Say the amount of the sale and the amount _____ to the customer.

3. The _____ _____ is the ledge just above the cash drawer.

4. Place the _____ on the change plate before you issue change.

5. Depress the amount and information keys on the _____ and operate the register.

6. The amount of the sale will appear on the _____ at the top of the register.

7. The indication window is the customer's visual audit of his _____.

Please complete the following questions.

1. The money used to start the day's business is known as

   a. deposit fund
   b. change fund
   c. slush fund
   d. petty cash fund

   Answer _____

2. Money tendered by the customer should be left on the change plate until the correct change is given.

   True _____ False _____

3. List the standard steps to be followed in making change.

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

   4. _____

   _____

   5. _____

   _____

WORKSHEET A - CASHIER

Amount of Sale

1.	$ 4.56
2.	19.78
3.	6.49
4.	3.33
5.	5.69
6.	.02
7.	1.26
8.	.98
9.	7.75
10.	5.00
11.	2.28
12.	.01
13.	8.99
14.	8.89
15.	4.32
16.	.35
17.	.65
18.	1.47
19.	10.78
20.	17.59

WORKSHEET B - CUSTOMER

	Amount Tendered	Correct Change Denominations						
		.01	.05	.10	.25	.50	1.00	5.00
1.	$ 5.00	4	1	1	1			
2.	20.00	2		2				
3.	7.00	1				1		
4.	10.00	2	1	1		1	1	1
5.	10.00	1	1		1		4	
6.	1.00	3		2	1	1		
7.	2.01				1	1		
8.	1.03		1					
9.	10.00				1		2	
10.	10.00							1
11.	5.00	2		2		1	2	
12.	20.00	4		2	1	1	4	3
13.	10.00	1		1			1	
14.	20.00	1		1			1	2
15.	5.00	3	1	1		1		
16.	1.00		1	1		1		
17.	1.00			1	1			
18.	5.02		1			1	3	
19.	15.00	2		2			4	
20.	18.00	1	1	1	1			

CHANGE ANALYSIS SHEET

STUDENT _____

Lesson No. _____

	$20	$10	$5	$1						AMOUNT RECEIVED	AMOUNT OF PURCHASE	CORRECT
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

TOTAL

Lesson No. _____

1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

TOTAL

OSC-012A-1/77

SALESMANSHIP

INSTRUCTIONAL MATERIALS REQUIRED:

-overhead projector (to be shared)
-1 or 2 items tagged with price and mfg. retail labels--
variety with some clothes (optional)
-16mm movie projector with screen (to be shared)
-movie titled: (to be determined prior to)
-blackboard and chalk
-display table, see Appendix A

STUDENT MATERIALS REQUIRED

-paper
-pencil or pen
-handouts
1. "What makes a superior salesperson"
2. "Improving selling techniques
3. "Selling secrets exposed"
4. "Selling features instead of benefits"

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Provide overview of what selling is-why sales people are needed in the retail environment.	INSTRUCTIONS TO INSTRUCTOR Activities prior to lesson material: 1. Evaluate students - department store standards promptness grooming & personal health carriage/deportment demeanor following instructions work attitude 2. Check previous session homework (hand out reading, chapter 1 and 2) 3. Classify/discuss pictures - not hired/hired 4. Take roll 5. Introduce instructor (background) 6. Outline tonight's session 6:00 overview - what is selling role & nature of retail selling career paths, pay & opportunities 7:00 six selling steps preparation - product/customer/store knowledge approach or greeting (common mistakes) creating interest consumer behavior (optional section) features & benefits overcoming objections closing & buying signals			

Instructor: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	"Regardless of how good a product is, nothing really happens until the product is sold." Anon "Everyone lives by selling something." Robert L. Stevenson Could be selling an idea, a product, a service "(Name of student) tell me a job one of your relatives has. Follow-up: inst/student what is being sold?"	Class participation		
Students will recognize they already possess selling skills.	(FILLER) When Did You Make Your Last Sale? -Got a car from Dad for date with Suzie -Suzi talked parents into 1 PM curfew -Pizza vs. French candlelight dinner -Movie vs. roller skating or -No date with Suzie but Friday or Saturday night at Earthquake Ethel's selling yourself packaging to sell ask to dance - closing?	Question/answer reinforcement exercise. Have students write down 3 recent sales pitches they have recently made.	(Show of hands - response) Success-rate 1 out of 3 2 out of 3 3 out of 3	Individuals will gain insight into their level of selling skills.
The students will be able to differentiate between needs and desires.	SELLING: (Write on blackboard prior to class.) "The process of analyzing potential customer's needs and wants and assisting them in discovering how such needs and wants can be satisfied by the purchase of a particular product, service or idea." Stan Kossen			
Students will be able to define assistance and satisfaction.	Discuss underlined words emphasizing-- 1. Difference between needs and wants (X-mas present) present) 2. Assitance does not imply pressuring, forcing, badgering, against will etc. 3. Best satisfied - not absolute, just best decision at that time. (better product, lower price but 200 miles away) 4. Purchase requires action by decision to buy - close necessary	Discussion: Have class develop a reasonable definition of assistance and satisfaction.	Responsiveness and participation	Instructor will encourage non-participating students to contribute.

Instructor: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will be able to recite two benefits a salesperson offers a -customer -business/manufacturer	What good or benefit does a salesperson provide to: (write on blackboard) 1. Customers? -Provide info. & demos. for informed decision -Can recommend since salesperson is "expert" trained in product use (microwave/scarves) others? 2. Companies that manufacture products ? -Advise customers with info. & demos. -Train customers in product use (sewing mach.) -Field intelligence to home office -Problem solver: shipments, claims, billing...	Oral Drill on benefits provided.		
Students will list benefits of being a salesperson.	What benefits does a salesperson get from his job? -Salary commensurate with ability -Development of managerial skills -Important job - in company limelight -Individual recognition for excellence -Job satisfaction in satisfying customers in creative merchandising in meeting sales objective -Diverse career paths & advancement opport -Working environment both people & physical surroundings -Others?	Take notes	Observe students' notes.	
Students will be aware of less-than desirable realities of work	NEGATIVES: -Long working days/hours (commitment to job?) -Need for self-discipline -Considerable job-related pressures -Handling disgruntled customers -Continual department upkeep, stocking, pricing -Others?			

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Review 1- 1. Define salesmanship 2. What is the one greatest benefit you would get from being a salesperson? 3. What is the biggest drawback? Turn in responses, then repeat definition and discuss commonly-stated benefits & correct any misconceptions regarding biggest drawbacks.	Write and turn in responses-repeat definition & discuss.		Student responses will be individual interpretations However, general concensus should be directed to acceptable responses.
Students will become more familiar with the role & nature of retail selling and the characteristics & qualifications of a good salesperson.	ROLE AND NATURE OF RETAIL SELLING- "He's a Born Salesman" Not True - Selling skills have to be developed thru practice & training. Story: Man & 10 year old son in the woods Son, 1st day cut down 10 trees 2nd day, 8 with same number of swings 3rd day, 5 long time spent Father: "When was the last time you sharpened your axe? Son: "So busy, I haven't had time." Moral: Everyone needs to take the time to hone skills in selling.			Students will begin to form an idea of a salesperson's job description
Students will become aware of on-the-job activities of a salesperson.	Let's list activities of retail salesperson(assume morning arrival to work Monday AM - you arrive 8:30 and store opens at 10 am) Prior to opening; merchandise, your department includes sizing,colorizing,repricing,stocking,creating new display for Mon. ads. - preparing cashiering station - bags, boxes,cash register tape,etc. -money for register - count & open register -post advertising -other duties			

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	SALES ACTIVITIES AFTER OPENING- .recognize all shoppers in dept. - verbally if possible .assist customers in selection .maintain appearance of dept. - housekeeping and appearance of mdse.(difficult with advertised selling displays) .record: requested items by walkouts hot items and slow sellers selling rate of advertised items(sold goods markdown sheet) .reprice mdse & record price,style #, and quality .call other branch stores for exact sizes .wrap packages .ring up sale .handle customer complaints (returns and defective) .shop competitive store in shopping center .discuss mdse ideas with dept. mgr & buyer .report security violations .others? Fair to say that everyone in this room has the physical & mental capabilities to perform these duties. Some salespeople are better than others. Why?			

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will discover characteristics of an effective sales person with whom they have had prior experience.	Successful Salesperson: listing on blackboard the desirable personal characteristics of a successful salesperson: -favorable appearance: (image) Location difference- Hawaii vs S.F. I. Magnin vs Jean Machine -avoid distracting mannerism -highly motivated - will meet challenge -people-oriented - -emotionally stable - high pressure, best to have stable homelife, outside interest, job, re-charge your personal battery -doesn't take "no" personally -sense of humor -positive attitude - cup: half-full, not half-empty -enthusiastic - some say most important (handout #2) Don't complain - do something about it. -physically healthy -self-confident(aided by preparation, product knowledge, & being organized) -reliable - always on time, preferably early -honest - more back-door theft than front door -others? (HAND OUT "WHAT MAKES A SUPERIOR SALESPERSON.") (in student handbook)	The instructor will facilitate students in developing list by asking appropriate questions and asking thought-provoking questions.	During this discussion, student may be evaluated by observing;insight; -assertiveness -persuasiveness -ability to listen -ability to communicate -sensitivity, etc.	

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will be able to distinguish a good salesperson from an inadequate one.	Characteristics of Poor Salesperson: -dishonest -loud - talking too much -talks about personal troubles -not sincere -doesn't listen -timid - lacks confidence -annoying mannerism -not loyal -lacks enthusiasm -unprofessional appearance -unreliable -argues with rude customers -should walk away & escalate to dept. manager if you are mad or argumentative -later, try to recall what you did or said to upset her - ask witnesses -after customer leaves, inform superior of circumstances.	Discussion: Have students compare/ contrast good/bad qualities of salespersons, Let's list skills and education required to be a successful salesperson,		Instructor needs to accentuate valued qualities.
	If lacking in enthusiasm try recharging your battery. -develop new interests (non-work oriented) -try new approaches/methods at work -write down new ideas - discuss with co-workers -share success stories	Review: List 4 skills salesperson needs to develop.		
Students will be able to list skills needed in sales.	-Must be persuasive - able to sell the sizzle not the steak. benefits, not features -must acquire social sensitive - not sympathetic = feel sorry but empathetic = feel as others do. - 1st person sensitivity - ability to perceive what others think about you (reading them on date) 2nd person sensitivity - ability to perceive what others think about situation/problem (more empathetic) -education - must be able to read, write, calculate simple arithmetic problems. -must develop communication skills - read,write,speak clearly & correctly. develop calculation skills in basic math.			135 Encourage students to acknowledge areas of weakness and set schedule for improvement.

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will become aware of retail opportunities, pay ranges & career paths.	FILLER - 4 people stand up on fron of class (choose any outstanding students who are self confident) Who would you most likely buy your next home from? (applaud for each) Moral: A sale is an agreement of mind and we tend to agree with people we like & people we can identify with. PRESENTATION: Refer to handbook (pink page) List of Retail Stores in Clackamas Town Center. Pay Range: Minimum hourly-wage=up to $25,000-$30,000 for commission-sales. 1) small store - locally owned - less than 3,000 sq.ft. (show overhead visual) owner store manager (sometimes owner)=salary & commission Asst. store manager = hrly/salary & comm. 2-20 sales staff = hourly Narrower Career Path- Generally - fewer advertised events less store traffic not as strict dress standards others?	-Look at list of Retail Stores -Decide first on size of store you'd like to work in: small - locally owned small - regular/ national branch store -then check to the right, those in the desired catagory -next, rank, to the left, those stores checked from 1(most desirable) to 10. This will be helpful later in deciding which stores to interview with.	Based on participation and questions asked during module.	137
Students will become aware of career opportunities beyond entry-level(sales)	Discuss Possible Career Paths			

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	2) Small Store - Branch of Reg'l/National Chair Example: Shoe stores Same Hierachy as 1) but - -broader career path: more opportunity for promotion, may require moving -opportunity to specialize: advertising, display merchandise, manager, buyer -more advertised events/promotions bringing in -more store traffic 3) Large Store - Branch of Reg;l/National Chain Example: Meier & Frank (owned by May Co.) (Overhead visual) Show Hierarchy - both headquarter location and Branch Store (discuss career paths) -very broad career path - specialists -stricter rules & dress codes -more formalized training -generally high pressure/more results-oriented -more commissioned sales positions(pressure to perform) -extensive benefits - insurance, mdse discounts,etc. -more competition for jobs -others?			
	Develop discussion on advantages/disadvantages of working with small/large store.	Students will compare & contrast benefits of large/small business experience.		By now, students will be making choices of jobs and employers. Guide student toward jobs in which they are likely to succeed.

Instructor: Ron Feightner

BEGIN AT 7:00

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Introduce selling methods. Analyze steps to a sale.	Presentation: Six Steps To a Sale- 1. Preparation - product/customer/store knowledge/ competition 2. approach or greeting (attention) 3. creating interest/presentation 4. handling objections(conviction) - presentation 5. closing 6. follow-up service or create new interest 1) PREPARATION- (Use overhead projector) 'How to Ask the Merchandise?" Product knowledge through: study of labels & promotional material, mfg. rep, trade journals -refer to selling features instead of business handout -service req./history -ask the merchandise (see next page) -how fills need - how used Competition knowledge - Why? -self confidence -improve image as expert -sales presentation based on your products' benefits over others -handle objections more easily Customer knowledge: by observing who buys what and finding out why Company knowledge: History/past performance --mfg representative -policies & procedures - claims -service facilities -future plans -shopping in other depts. - look for complimentary or substitute items (men's sportswear or sporting goods.	Memory drill: Name the six steps to a sale.(written) Memory drill: Name 3 things which prepare you to sell product? (oral)		Students will know the six steps to a sale and specifically will be able to demon. -2 different customer approaches -sales demon. on product -ability to overcome 2 objections -two methods of closing -ability to speak loud, clear & with enthusiasm. -know about product,mfg. & competition -Why?

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141

1/81

INSTRUCTOR: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	PREPARATION - PRODUCT KNOWLEDGE HOW DO YOU ASK THE MERCHANDISE? WHAT IS OBVIOUS? Feature Facts are obvious facts about the merchandise. -Look at the item -Hold it -Feel it -Look at the fashion and styling WHAT IS HIDDEN? Hidden facts require a closer look. -Red tags and labels — What is it made of? (material) Who makes? (brand) How is it cared for? -Examine it — Quality Amount of material Quality of material Amount of manpower Quality of manpower -Take it apart -Look at it in use -Make comparisons WHAT DOES THE MERCHANDISE OFFER THE CUSTOMER? (i.e. why shoud the customer buy it?) These are customer benefits. -Does it save time? -Does it save money? -Does it require less work? -Does it provide prestige?			143

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	2) APPROACH OR GREETINGS- -First 10 words more important than last 10,000 -You never get a second chance to make a first impression. What are important factors that affect your looks & help to form a first impression? clothes make-up neatness attitude hair smile, etc. Good impression is eliminating negatives, being conservative offends the fewest people. What is the purpose of the greeting? To get customer listening & liking you. -stop customer & arouse interest in purchase -establish an open-line of communications	Class participation		Student must not only know the importance of appearance, they must be willing to change if necessary.
	Good greetings: What are examples of a personal greeting? "Hello" "Good Morning" "Is it still raining outside?" (Sincere compliment, but be careful. If you say you like her dress, go one step further and tell her why. If possible, compliment the action, rather than the person.	Class participation.		Student must be encouraged to experiment with effective greetings.
141	What are examples of a good merchandise approach? "This is our best selling model". "Our buyer just brought these back from Italy". etc.	Class participation.		145

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Timing of the approach is critical= -Every customer shoud be approached ASAP (Meier & Frank's standard is within 2 minutes of customer entering dept.) -If not possible to talk to them, at least acknowledge, with smile, not, etc. (Remember: acknowledgement is a shoplifting prevention technique.)			
	What prevents immediate approaches ? -too many customers for the small number o sales staff. -poorly-placed cash registers -telephone calls	Class participation.		
	Situation to Discuss: Discuss: How to handle customers at register.	SALESMANSHIP: Approach/ greeting Review		
are	You are alone in dept. waiting on customer. Two others in line with their selection. The dept. phone rings, it is another branch store requesting you to check for a size 10 dress, style ABC, in blue. There is a customer waiting at the branch store to see if you have it. What do you do?	1. As a customer, what is the most important characteristic a salesperson should possess to create a good impression in your mind?(No one best answer.) 2. The purpose of a greeting or approach is to: A. get a date for Sat.nite B.stop customer & arouse interest in purchase. C. establish open-line of communication D. both B & C 3. Give an example of a personal greeting. 4. Give example of an approach concerning merchandise. (Written review)	Discuss quizz-students will compare answers and evaluate the other person's alternative answers.	Students realize no good answer-a customer waits no matter who you serve first.

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	3) CREATING INTEREST- -Methods used to capture the interest of potential buyers* Compliment the customer - sincere, not just "I like your dress" - but why Appeal to curiosity - "If I could show you a TV with a sharper picture for less money would be interested?" Question the buyer - "How do you feel about ____? People do not buy based on rational logical reasons - they buy emotionally (so feel, not think) Provide free service- use of shoe shine machine in shoe department. Present useful ideas - Christmas shopping Use OK names-"Same shoe Dr. J. uses" Offer samples & gifts - Perfume and pocket calendars Show & tell - VCR showing superbowl game in Feb. Use referrals - "A number of our customers have told us...." Use shock & surprise - "Most expensive TV set made, and darn well worth it." Use showmanship-Microwaves, cooking art *Stan Kossen - Creative Selling Today Others?	Give me examples of sales "pitches" which have helped you buy a product Review(Paper & Pencil) We've talked about eleven ways to help create interest. Give a brief example of two of these methods.	Be able to describe.	Students will know 2 ways to create interest. 143

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Reinforce techniques of presentation.	Retail Situations 1. Best Buy of Two Items? - Be honest 2. Can Find Same at Lower Price? - Identify 3. Asks for Product Unknow To You? - not-"Don't Carry" a. See if in stock - ask buyer/mgr b. suggest similar c. special order 4. Cash Refund Wanted - Certainly - Find out why - suggest - "cheerfully refunded" - spoiled Mdse? purchased elsewhere? 5. Request Special/Advanced Price - Firm - at regular price. 6. Objection Raised - Answer - Yes, but (give reasons) 7. Doesn't Mention Size/Price/- Start expensive & say "Will this be enough?	Ask students to creatively respond to to these situations.	Let students analyze answers and suggest alternatives.	

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To familiarize students with buyer motivation	Before we discuss a sales presentation and overcoming objections, let's look at why people buy. 4 influences in Consumer Behaviour - (Perception, attitudes, needs, motivates) 1. Perception: The way a person sees an object, person or situation. Needs must be felt or perceived before they motivate a person to act or purchase. Determinants of Perception A. Heredity (color blindness) B. Environment & experiences (driving in snow) C. Peer pressure (team selling; disagree on minor point) D. Snap judgements & selective perception E. Halo effects 2. Attitudes: How a person feels about something (drowning) A. Beliefs about object-assumed B. Feelings about object-emotionalized internally C. Tendency to behave certain ways about object 3. Needs: are caused by deprivation Needs must be felt to be motivating.	Listen-		Students will be able to state 2 reasons why people buy and they will better understand the complexity of the decision.

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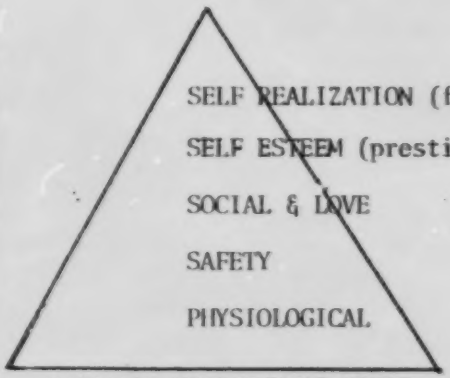
Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will realize that if he/she is able to recognize the motivation to buy - he will be more likely to present merchandise in an effective manner.	4. Motives- Something (desire, need) that causes a person to act (buy)  -MASLOW'S HIERACHY OF NEEDS- Why important? Understanding where customer is on hierarchy will help you create selling sentences aimed at fulfilling that need. Why do people buy: -designer clothes (prestige,not safety) -Cadillac -Valentine cards -house	Discussion with students. I am looking over the candy display/coat/bed/ infant car seat/ask me questions which will make me reveal my motive for anything?	Judged on effectiveness.	Student will begin to discover how to draw out information.

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Why are customers loyal to certain stores? (motivation) -convenient location -friendly sales staff -reputation -service & credit -price -variety -general atmosphere You can serve your customers better if you know why they shop there (and make certain that expectation is always met).	Review- 1. On Maslow's Hierarchy of needs, name two levels and give an example of each.		

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Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Student will be able to demonstrate how to turn product features into customer benefits.	SELL BENEFITS - not features Why? -a fact by itself doesn't sell -customer may assume negative benefits when only a fact is stated. -if you can't give two benefits with a fact, the fact isn't worth talking about. What are examples of a Product Feature? What are examples of a Customer Benefit? Example: ITEM / FEATURE / BENEFIT Fry pay / Teflon finish / Easier cleaning because the non-stick finish keeps food from sticking. Better health since food can be cooked without use of cooking oil. Upholstery fabric / Scotch Guard finish / Greater convenience because spots can be removed without water. Saves money because finish reduces need for frequent cleaning.	Refer to article in booklet. Read (5 min.) Class Discussion		Students will know difference between feature & benefits; and will be able to state two benefits for one product feature.

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Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will have a specific technique of presentation. 160	Lee DuBois & Willie Gayle (on selling benefits) Unit of Conviction - (Write boxes and bridge words on blackboard) Little Fat Claim — "You may very well have this pen for the rest of your life....." BRIDGE — BECAUSE... FACT- — it has an attractive berillium clip that always snaps back into place BRIDGE — WHICH MEANS TO YOU THAT.... BENEFIT- — This handsome wood pen will look distinctive in your pocket.... BRIDGE — AND THE REAL BENEFIT IS.... BENEFIT — You will always have a pen when you need it. Together, let's try some other examples - First, someone come up with a product feature Next, State two benefits, the second being the strongest. Last, State a little fat claim "You are going to be surprised, (amazed..." (could use this technique if you were a waitress. A reservation agent? A cabinet-maker?)	Practice verbalizing a presentation.		161

Instructor: Ron Feightner

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	REVIEW PRODUCT: Van Heusen men's dress shirt FEATURE: 100% cotton and permanent-press Write down a complete unit of conviction for above example (instructor: Leave boxes and bridge words on blackboard) L.F.C. "After you wear this shirt once, you'll probably donate all others to Goodwill" Bridge -Because Fact It is both 100% Cotton and permanent-press Bridge- Which means to you than not only.. Benefit-will it always look wrinkle-free without you spending time ironing, but.. Benefit-the real benefit is how good you will feel in lightweight, cool, and comfortable cotton. COMMENT: Analyze products & prepare unit of convictions ahead of time.	Have students chose item and give benefit/ feature presentation to neighbor.	Evaluate by asking class how many are ready to buy. (Show ow hands.) Oral demonstration	90% of the students will be able to complete a unit of conviction with two benefits.

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Student will confidently be able to overcome two objectives.	4) BUYER OBJECTIONS- Instructor ask students to say "No" (with enthusiasm) to these questions: "Would you like the red one?" "Can I have it delivered Monday?" "Would you like the one on sale?" Point: It didn't hurt a bit - people are terrified of "No", of being rejected. All a "No" is, is a plea for more information. The customer needs more evidence. Evidence defeats disbelief Demonstration - ride in car Example - study Facts - unit of conviction Exhibit - display Analogy - comparison of two unlikes Testimonial - letter Statistics - driest	Group participation.		5 students will learn "No" is okay and follow through a sale by giving more information.

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will be prepared for negative reactions by understanding why people object.	What are excuses customers use when they do not buy? 1. Price — Cheaper elsewhere Price too high Can't afford it now Wait for sale Counter with feature & benefits actual cost spending vs benefits derived. 2. Product — Too new Not correct features Too many now Too complicated Counter by qualifying as smoke or real objection "Jus' supposin' that (the product deficiency) wasn't there then would you buy it? If "Yes", then that is condition of sale If "No", then ask "obviously you have another reason for saying that, do you mind if I ask what it is?"	Class discussion. Draw examples from students.		

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	3. Source & Service Heard about poor service Counter by probing - fact or rumor - offer testimonial 4. Salesperson Personality clash If all else fails: turnover 5. Poor Time-to-Buy "I'll have to think it over' Show evidence that NOW is the best time to buy. 6. Inherent Suspicions Bad feelings - no specifics Tough to fight Try to get specifics.			

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Instructor: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Common Ways of Handling: Objections: Mirror - Restate objection as question Example: Student say: "No, the washer has too many gadgets." Instructor: "I understand your concern, and it brings up a question, the question is would you benefit enough from these additional features to offset the higher price? Is that the question? Student: "No" Instructor: "What is the question?" Student: "This would be a replacement washer for my grandmother and I'm not sure she'll know how to use all these features." Now salesperson can get back to selling by stressing ease of operation, easy-to-read instruction manual with pictures, in-home training by installer, etc.			

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Conversion or Boomerang- Example: Student: "It is too expensive now, I'll get the suit after I get the job. Instructor: "That is the very reason you ought to buy today, so you'll look employable & get that offer." Acknowledge: Concern of product deficiencies that will minimize their importance and add to your credibility. Agree & Neutralize: "I thought the same thing until I discovered....," Flatly Deny: If objection is untrue and you can prove, then direct polite denial.			

"How Do You Know IF THE STATED OBJECTION IS THE REAL OBJECTION?"

LEE DuBois

"OBVIOUSLY YOU— JUST SUPPOSING TECHNIQUE"

EXPLOSIVE NO!!

OBVLY YOU HAVE SOME REASON FOR SAYING THAT... DO YOU MIND IF I ASK WHAT THAT IS?

IYODYF

IN YOUR OPINION DO YOU FEEL...

JUST SUPPOSIN' FOR A MOMENT THAT WASN'T A CONCERN, THE IYODYF

YES NO YES, BUT...

SMOKE-OUT BURY

I CAN UNDERSTAND THAT .... THAT BRINGS UP A QUESTION. THE QUESTION IS WOULD YOU BENEFIT ENOUGH..... DESPITE YOUR PRESENT CONCERN — IS THAT THE QUESTION

ANSWER

THAT IS THE VERY REASON WHY YOU SHOULD INVEST TODAY

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ONE METHOD OF SMOKING OUT REAL OBJECTIONS

(WRITE ON BOARD)

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
The student will be able to write 2 ways to overcome buyer's objections.	Objections - REVIEW- 1. Evidence Defeats disbelief List two types of evidence. 2. One way of handling an objection is to Agree & Neutralize. What phrase best describes this method? A. "That is the very reason you ought to buy today because....." B. "I thought the same thing until I found out..." C. "I'm sorry, but that just isn't so."	Write review answers in notes. Discuss best answers.		Review

INSTRUCTOR: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will be able to recognize buying signals and will be able to demonstrate two closes.	I tried a closing question today at work. It was successful, I got two orders: "Get out and stay out." CLOSING: is the attempt by the salesperson to motivate the prospective customer into buying. Why difficulties in closing: 1. fear of rejection - explosive "No!" 2. Salesperson too talkative, not asking open-ended probing questions (why, what, where, etc. - cannot be answered Yes/No) 3. Close not practiced or planned. 4. Seems high pressure & pushy.	Class Participation- Pass out situations 1, 2, 3 to practice probing questions. ex. #1-Ask questions that will be answered YES - get customers agreeing: #2-Lead students into completing sentence -a funny story is a - joke -spent my last dollar, I'm -broke -I drink - coke -I don't hit, I - poke -the white of an egg is the ... (the white of the egg is called - NOT yoke but albumen) "Set the buyer up to say "yes". Control the development and lead to the sale.		

INSTRUCTOR: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Develop the student's ability to recognize when to close the sale.	When Do You Close? As soon as possible Send up a trial balloon (like "which color do you prefer?") (a choice which can't be answered with - "No") Notice Buying Signals - an Expression, either physical or verbal Verbal: - Questions regarding: color, terms, delivery, trade-ins, accessories, guarantees -Statements regarding: comfort, price, desire, economy "What do you think, dear?" Non-Verbal: Relaxation, sparkling eye, open hand, touch order pad or literature, hand on chin(best), Any physical activity that denotes ownership, re-examination of product - takes glasses off.	Situational Quizz: When drop-in company stays too long - what signals do you give suggesting they leave? (non-verbal clues) When you are about to ask for or accept a date, what clues do you give or get Can you tell when he/she is going to say "yes"? If you wait too long to ask - can you blow it?		Students will realize they have already developed some closing techniques.

Instructor: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will know at least 5 closings.	Pass out 3x5 cards - Instructor write techniques on board - students who think card applies will read. (in pocket of instructor's manual) COMMON CLOSING TECHNIQUES: 1. Assumptive - "Do you want that gift wrapped?" 2. Multiple Choice - "Do you prefer Mediterranean or French Provincial?" 3. Open Question & Pause -"How do you feel about this microwave?" Death pause (next person to speak loses) 4. Multiple Acceptance - "You said you like the remote control, the clarity of picture and the cabinet style. How much would you like to pay for the down payment?" 5. Minor Agreement - "Do you feel that a mini-basket is a "must" on any washer you select?" 6. Contingency - "If I can get this style dress in a Size 10, would you want it?" 7. Future Event - "Buy now since the silverware catalog will be repriced next week.	As these are discussed, would be the most effective to close.	decide which 3 way for you Quizz: Write 5 ways to close a sale.	Make students aware that 5 ways will get them by - but 12 ways to close will make them a more effective sales person.

Instructor: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	8. Special Offer - "Buy now and get a $5 rebate from G.E."			
	9. Trial Offer - "If you are not completely satisfied within a week, bring it back for a full refund"- check store policy first.			
	10. Counselor close - "From what you told me about your other suits, these 2 shirts & ties would compliment them very nicely. Don't you agree?"			
	11. Last Chance - (standing room only) "I'm not sure if I have that shoe in your size."			
	12. Summarize (Ben Frnaklin weighing close)			
	Ideas opposed / reasons for investing now - / - - / - - / - - / - - / -			
	13. Direct Request - "How many do you need?"			
Students will practice using closing techniques.	Situation:	Review You are helping a customer in the coat department and she begins to try one on. What are 2 possible closes you might use?		

INSTRUCTOR: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	6) Follow-up Service and create a New Interest- If Customer Complains - 1. contact immediately 2. if wrong, apologize 3. show empathy & promise to check out 4. listen & get the facts 5. document facts for department manager 6. never argue - refer customer to superior 7. don't blame other employees or store policy Customer Files will aid in follow-up service & new sales (special sales)			

INSTRUCTOR: _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will summarize selling techniques by criticizing good/bad performances.	COMMON SELLING MISTAKES - Retail Will that be all? - Terminates sale/suggest related item, Close sale but keep conversation open. Who's next? - could provoke argument/remember who's turn Do you want the red one? - could terminate/open end? which colors do you prefer? That's not right? - argument - sale/yes, but.... Do you want the small size? - embarrassing/offer larger size and come down - or ask size. Do you want an inexpensive one? - start middle, then - We have them priced as low as ... - don't assume I don't think we have ... - check first - "I'll try to find....." I think you use it like this - don't guess - know Here's your change - abrupt end/count change - thak you - come again - personalize Penny's may have a cheap imitation, but that's how they do business - Don't know competitor/extol your virtues. What advertised special? - know and direct toward - produces goodwill. I don't know who else carries that item - tell, it you do know. Final Review: Practice a sale - role play with student.	Have students itentify: -good sales technique -ineffective technique -best move -where sale was lost Repeat role-play improving with student suggestions.		Call on all students who do not voluntarily participate. Lead them intc successful participation. Students will be encouraged to review notes to critique performance.

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Instructor: _____

Appendix A-

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	SUGGESTED ITEMS FOR DISPLAY TABLE: Mechanical Arithmetic Section Books - Not for lending/reading only perusal- Salesmanship: Modern Principles & Practices - by U. Grant Marsh Creative Selling Today - by Stan Kossen Dress For Success - by John T. Molloy The Power Look - by Egon Von Fürstenberg Success: You Can Make It Happen - by Dr. Lila Swell The Sale Begins When the Customer Says "No" - by Elmer G. Leterman The Greatest Salesman in the World - by Og Mandino 7 Seconds to Success in Selling - by Willie Gayle How to Be A Super Salesman - by Art Linkletter The Memory Book - by Harry Lorayne & Jerry Lucas One piece of tagged merchandise with product/price information.			

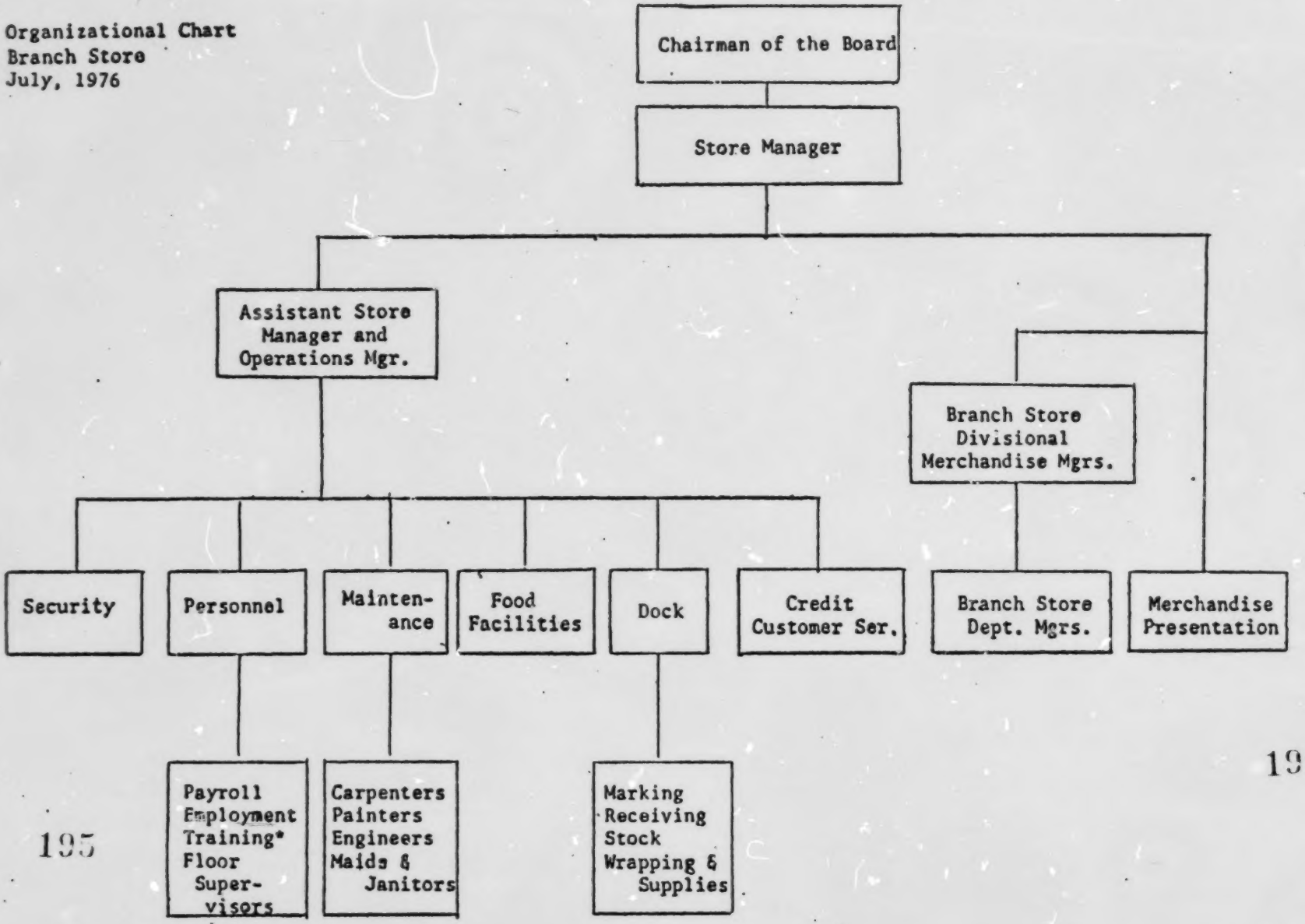
Instructor: _____ _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Selling and Fitting Manual How to Talk Shoe Fiber Training Manual Intimate Apparel-Fitter Guide Drapery Training Manual Carpet Training Manual Intimate Apparel - Reprint "Fabric and Fiber Facts Guidebook"			

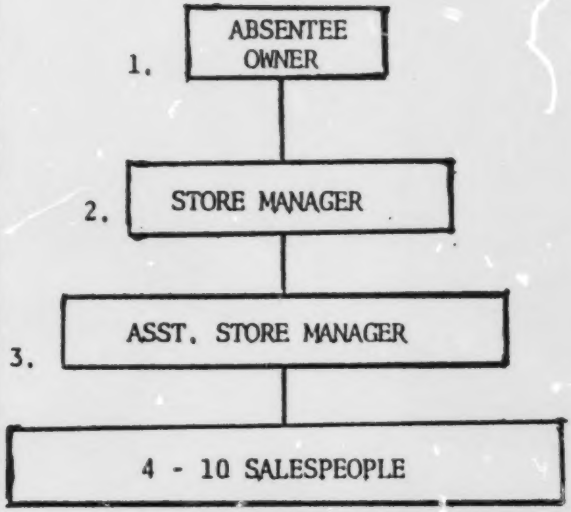
Customer Situation 1

You're having trouble deciding between two patterns of party table cloths. You are purchasing a table cloth for a buffet table for an upcoming bridge party for 16 (4 tables). Don't mention that you are having a bridge party unless you are specifically asked what kind of party you're having. You haven't thought of it, but you are willing to buy coordinated party accessories including tally cards, bridge cards, napkins, cups, plates, centerpieces, even a few small prizes. You're probably willing to spend up to $25 *if* you're asked what kind of party you're having and if the right suggestions are made.

Organizational Chart
Branch Store
July, 1976



*Initial orientation and system training for Lloyd's and Washington Square are done entirely by Downtown Store including Christmas training.



ORGANIZATIONAL CHART
(Small Store)

PRIMARY RESPONSIBILITIES-

Payroll - 1, 2
Training - 2, 3
Personnel - 2
Training - 2, 3
Receiving - 2, 3
Marking - 2, 3, 4
Merchandising - 2, 3, 4
Mdse Buying & Pricing - 1, 2
Cashiering - 2, 3, 4
Housekeeping - 4
Customer Service - 2, 3, 4

6. Selling Features Instead Of Benefits

Here's a sad but true story. A refrigeration equipment salesman—an engineer by training who had a fine-tuned knowledge of the technical features of his product—was about to make his first major sales presentation. He'd prepared extensively, gathering all his technical data: tests, quality control procedures, tolerances, raw material specs, installation procedures, operating efficiency graphs.

His presentation was a technical masterpiece—but a sales failure because he failed to spell out the *benefits* of his equipment to the customer.

A popular piece of verse puts it colorfully:

So tell me quick and tell me true
Or else my friend to hell with you
Less—how this product came to be
More—what the damn thing does for me!

Selling benefits is probably the most basic rule of selling. Yet in many cases the benefits are overlooked in an effort to overwhelm the buyer with features.

A *benefit*, in simple terms, is what the customer gets from buying from a salesman or from following his recommendations; if the buyer doesn't gain something, there's no benefit. A *feature* is a characteristic of the product that produces the benefit.

To be effective at benefit selling, a salesman must have

1. A thorough knowledge and understanding of the product and its applications
2. An equally thorough knowledge and understanding of the customer, and his needs and wants

Translate Product Knowledge into Benefits

For example, instead of describing the characteristics of quality control, a salesman should emphasize the years of

service, low maintenance, and little downtime that are *due to* quality control. Beauty and durability are benefits the customer will receive *because of* the high-quality raw materials used in the product. The technical data should be used only to explain how higher profit or lower cost comes about.

Remember, the customer is looking at the product from the angle of what it will *do* for *him*. If the salesman doesn't bridge the gap from product knowledge to benefits, chances are the customer won't, either.

To a retail manager, for example, the one ultimate benefit by which he tests business decisions is net profit. That ultimate benefit is the result of a host of other benefits—increased store traffic, product turnover, savings on gratis merchandise, greater sales, and so on. Therefore, a salesman calling on a retail manager should explain how his product can increase profits, increase sales, or reduce costs. He should use his advertising program and point-of-purchase materials as features that support and prove those benefits.

Chances are that your product produces many more benefits than any one customer will want. Benefits must be tailored to the customer. By knowing and understanding the prospect, the salesman can spot the specific benefits that appeal to customer A as opposed to customers B, C, and D.

For example, a product made entirely of plastic might be both rust free and light weight. Customer A, keeping the product stationary in a damp environment, would be interested in long life and trouble-free operation because the product won't corrode. Customer B, who moves your equipment all over a large office building, which is dry, might be influenced by the fact that his employee will be less fatigued because of the product's light weight.

Offer a customer personal benefits in addition to business benefits. A salesman can point out ways in which his product will make a buyer's job easier, avoid headaches, or gain recognition for him within his own organization. Personal benefits alone will rarely be sufficient to carry a sale, but used in conjunction with solid business benefits, they can be an important aid.

When planning a presentation, begin with benefits. Make a list of the four or five benefits that best meet the customer's needs. Opposite each benefit list the product features that produce the benefit. Add ideas and exhibits that will prove or dramatize the benefits.

Explaining and dramatizing benefits is the salesman's opportunity to use showmanship, to provide the prospect with something more than words, to create enthusiasm, and to gain conviction. Many tools are available to help you gain conviction: photos of customers enjoying the benefits, testimonial letters, fact sheets, statistical summaries, demonstrations, photos, samples, and so on. A salesman will seldom use too much evidence, but he'll often use too little.

Sell the customer what he wants, and show him how he can be sure he'll get it—that's selling benefits.

Salesperson
Situation 1

YOUR CUSTOMER is in the party goods department. She is looking at paper table cloths. She is obviously undecided about her purchase.

Customer
Situation 1

You're having trouble deciding between two patterns of party table cloths. You are purchasing a table cloth for a buffet table for an upcoming bridge party for 16 (4 tables). Don't mention that you are having a bridge party unless you are specifically asked what kind of party you're having. You haven't thought of it, but you are willing to buy coordinated party accessories including tally cards, bridge cards, napkins, cups, plates, centerpieces, even a few small prizes. You're probably willing to spend up to $25 *if* you're asked what kind of party you're having and if the right suggestions are made.

Salesperson
Situation 2

YOUR CUSTOMER is looking at wedding gift thank you notes.

Customer Situation 2

You're a bride-to-be. You're in the store looking for thank you notes. You have already purchased invitations, wedding book, photo album and other wedding-associated materials. You have not purchased gifts for your bridal party, (4 men, 4 women) and had planned to shop for them at a store down the street. Don't volunteer this information unless it is brought up by the sales person, then be receptive to bridal party gifts you think are acceptable.

Salesperson
Situation 3

It is June 1st. YOUR CUSTOMER is ready to purchase a birthday card for her sister-in-law. (This one's tough!)

Customer Situation 3

It's June 1st. You're buying a birthday card for your sister-in-law and have already purchased a gift for her. You're leaving on vacation in a few days. If you are asked about other family/friend occasions coming up in June, you are willing to buy additional cards for some of these, so you won't forget about them while you're on vacation. Here are the events that occur in June in your family:

- Father's Day (4)
- Graduation (Senior Boy)
- 25th Wedding Anniversary (Your Parents)
- Three Other Wedding Anniversaries
- and a friend in the hospital with a broken leg

You are not thinking of these occasions, but if asked and reminded you might become a very good customer.

HOW TO PROBE CUSTOMER NEEDS

1. Questions - Directional but non-restrictive to the selling effort.
2. Selection of merchandise to show; choice of merchandise types to fit customer's needs.
3. Selection of merchandise to determine price line most acceptable.
4. Suggestion for use and customer benefits of items; to gain more customer participation in final selection.

HOW TO TURN MERCHANDISE FEATURES INTO CUSTOMER BENEFITS

Tell the customer what the merchandise will do for her. Explain how each feature will meet the needs of the customer.

Example:

ITEM	FEATURE	BENEFIT
Fry pan	Teflon finish	Easier cleaning because the non-stick finish keeps food from sticking.
		Beter health since food can be cooked without use of cooking oil.
Upholstery fabric	Scotch Guard finish	Greater convenience because spots can be removed without water.
		Saves money because finish reduces need for frequent cleaning.

CLASS TIME PLANNING GUIDE

SUBJECT JOB READINESS

Instructor: Suzann J. Butler

INSTRUCTIONAL MATERIALS REQUIRED:

Audio Visual Aides: opaque projector

Supplies:

chalk
Reproduction of printed material (Handouts)

STUDENT MATERIALS REQ.:

1. "Things to Do" list
2. "Think Successful-Be Successful"
3. Bibliography
4. Handbook for Success
5. "How to Sell Yourself"
6. Employer List of Personality Traits
7. Nordstrom Application Form

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Introduction of instructor Name Qualifications Why I'm teaching this course			
Each student will be able to list 5 from memory 5 techniques of introducing self on an interview on a sheet of blank paper.	I. INTRODUCTION - JOB READINESS - A PATH TO SUCCESS Attention: First impressions make all the difference. Introducing yourself to an employer that makes a favorable and lasting impression. (instruction to instructor: have all students stand up and pair up with the person on their left. Have each student answer these questions: What was the handshake like? Did the other person have good eye contact? Did that person fidget? Analyze each other's impression.)	I. INTRODUCTION: ALL STUDENTS ROLE - PLAY Have all students role-play by standing up and taking turns introducing themselves to each other as if they were employer and job applicant. Reverce the role. Students should be comparing how they felt about the other person' impressions. Discuss between each other's impressions as instructor asks questions.	Effectiveness will be judged upon the student's interaction and openess.	The expected outcome is to have the student be able to identify 4 key ingrediants which make up a good introduction.

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SUBJECT _____

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Let us compare desireable and undesireable techniques of an intrduction. (see Appendix #1) (review each aspect with students)	Students will contribute to Desireable - Undesireable techniques while instructor lists on board.		
	(Instructor demonstrats a good introduction of her/his self to an employer)	Have student observe and critique instructor introducing his/her self during open discussion.		
	(Have students answer in pairs and open discussion, how they felt about this second experience introducing themselves.) (Repeat as needed with new partner as necessary to reinforce positive experience. Recommend that they can practice with a friend or at home in front of a mirror) (Have students take out a blank sheet of paper and list 5 favorable techniques of introducing self from memory)	All role-playing. Repeat the excercise; however, have the student use the person to their right to role-play with this time. Each student will critique each other against the desireable -undesireable criteria. Test		
203	Transition: The successful interview depends on how well preparred we are to present and sell ourselves to that employer. We need to look at each individual step which will lead us to the confidence that we need to get that job!			209
To give students an over-view of job readiness.	Summary of Job Readiness: (Instructions to instructor: Have already written on the black board before class the Job Readiness outline)	Students listen		

SUBJECT 77

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	1. Mental and Physical aspects of Job Readiness. 2. Job readiness at home and on the job. 3. Setting-up a time management and budget schedual that works. 4. Qualifications an employer is seeking in a sales person. 5. Identifying individual personality traits and skills and how to sell them to an employer. 6. Filling out the job application correctly. 7. How an employer interprets a job application. 8. What are affirmative action laws and what do we need to know about them. 9. Other techniques employeed to get that job! Transition: How many of you are entering the work force for the first time? How many are re-entering the work force after being out for more than five years? And, how many are pros but just want a review?	Student involvement		
Each student will be able to identify and prioritize things to do a "things to do" list before he/she starts their job.	II. IMAGE UPDATE- The importance of your new role-it can change your entire life. Introduction: "P.M.A." Positive mental attitude at home, as well as, on the job can bring you closer to "Think Successful-Be Successful". Being happy with ourselves starts with being		Effectiness will be judged upon the student's ability to identify and prioritize a list of "Things To Do" in preparation for starting his/her new job	The expected outcome is to have a completed list.

SUBJECT

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	(Instructions to instructor: Have passed out before class 3 sheets of "Things to do Today" list to each student. Explain to the class that this list is for them to write down items they have to do before starting work. Instructor should remind students from time to time to add to their list) A. At home - Job preparedness starts at home. "Planning Considerations" Plan your plan-work your plan. 1. Your children . a. What to do with them while at work. b. How to help them adjust to your schedual 2. Relieving tension a. Excercise should be apart of your daily schedual. b. Good posture helps. c. Relax in a warm bath d. Turning on the T.V. 3. Getting Organized a. Finish unfinished business: dentist, doctor, eyes examined.	Student write down things they want to do before starting to work.		

SUBJECT

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	you start work, check with your supervisor first for coordinated time with your schedual. b. Schedual your personal time for grooming and personal hygene. c. Housecleaning - Have a schedule of attack- have handy all those utensils you use often. Learn how to delegate the household chores. Post a chart for routine assignments. Remenber you are going to work to help the family this is a family affair- have them pitch -in! d. Meal planning and grocery shopping. Have a black board or list handy to add to all the time. Buy in bulk, use your freezer, organize your meals a week in advance. Set a specific day to do your shopping. e. Transportation. To the interview and on the job. You must give it a dry run. Check bus scheduals if you are riding the bus. Drive to the location before time to time yourself and check location! Allow yourself 30 minutes to be on time, you should be at your desk or at your station 15 mins. early.	Have students review their "Things to do" list. Suggest they add to it now. Have them take 5-7 minutes to prioritize their list.		

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	B. Building a positive image. Appearance, Grooming and wardrobe selection go hand-in-hand.			
Each student will be able to write out a 9-5 workday schedual for Monday thru Friday	1. Appearance and grooming. Discussion of adequate hygene routine. (Instructions to instructor: write on black board as students brainstorm list of hygene "should-do's" Start out by asking: How often should you shower or bathe? How often should you shampoo your hair. Get a hair cut? Have a manicure? Polish your shoes? Wash or dry clean clothes? Select clothes for work? Time for mending and pressing? What to do about your wardrobe when going straight from school to work?) (Instructions: Have student pull out clean sheet of paper. Instructor will give individual help to students.)	Have students brains storm in open discussion good grooming hygene. Have student set-up a personal time schedual for a 9-5 workday for Monday thru Friday.	Effectiveness will be judged upon the student to write out a 9-5 workday schedual for Monday thru Friday.	The expected outcome is to have the student write out a 9-5 workday schedual
Each student will be able to prepare a realistic wardrobe budget.	2. Wardrobe selection. Discussion of the importance of neatness and cleanliness first. a. Selecting an outfit for the interview. Your first impression is your only impression that counts - it may be the last! 1. A coordinated outfit can be a skirt/blouse/blazer set.		Effectiveness will be judged upon the studen's ability to prepare an individual wardrobe budget.	The expected outcome is to have each student have a prepared wardrobe budget.

SUBJECT ( )

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	2. Dress heels 3. Never forget nylons 4. Never wear jeans or fad clothes. b. Selecting your wardrobe for work. "It doesn't have to be more than one outfit, just so it is neat and clean. Your clients don't know you wore it the day before. Your dress should represent the image of the store inwhich you work. 1. Take an inventory of your present wardrobe. 2. Your clothes need not be expensive if what you you have is neat, coordinated and practical. 3. Clothes that need mending should be put in one place. 4. When you buy someing remember your age, your figure, and the type of job. 5. Invest in a few basic outfits that can be coordinated with what you presently have on hand.	Have students prepare an individual realistic wardrobe budget. 1. Time 2. Money		

SUBJECT (7)

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Each student will be able to complete 5 questions regarding successful attitude. Each student will be able to correctly answer 5 questions on positive attitude traits on the job.	C. At Work (D) "Think Successful-Be Successful" Attitude is all important. (Instructions to instructor: Handout "Think successful-Be Successful" Article. Handout Bibliograghy list of positibe mental attitude books.) 1. Effectively learning your job 2. Improving your work Performance 3. Associated virtures to be cultivated for job success 4. Getting along with co-workers 5. Dealing with "Work-day" problems. (Instructions to instructor: Pick out groups of 5, selecting good cross section of students in each group. Appoint a group leader to give review orally. Review: Summary: When preparing for your first job or any new job a self-evaluation of your personal "P.M.A." and your physical preparedness is essential.	Have students read article and have open discussion. Test - Have students fill in the blanks, or sentance completion. Self correct test during class discussion. Discussion groups of 5 1. Each group discuss an assigned topic from Handbook for Success. 2. Have each group give a 1 to 2 minutes oral report. 3. Each group submit 2 test questions on their subject. 4. test - a 5 question test. 5. Self corrected.	Effectiveness will be judged upon group interaction and the ability to prepare and give a 1-2 minute presentation. Also, a test will be given and collected	The expected outcome is to have each student identify 5 positive attitude trait on the job.

SUBJECT _____

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	III. SELF-EVALUATION - Why do we need it? Learning what you have to Sell and how to Sell it are two key factors on any interview. We are our most important product to Sell. Learn your product well.(Handsout "How to Sell Yourself" article to class.) A. Identifying employer qualifications for hiring a salesperson.	III. Self-Evaluation-Selling yourself Read "How to Sell Yourself". Open discussion		
Each student will be able to have an understanding of qualifications employer's want in a salesperson	1. List of desired personality traits. (See appendix III. A.) (Pass out to students) 2. Continueing education can help person develop in weak areas. 3. Use plan for self - improvement as asset on interview. 4. Ideal: Stimulated by dealing with people, extroverted, outgoing, colorful, flexible and infectiously enthusiastic.	Student brainstorming. 1. Break-up into into same group of 5 as in previous exercise. 2. Assign to each group 3 traits for discussion. 3. Each group write out a brief definition. Have leader selected by group read off definitions to class.	Effectiveness will be judged upon the individual groups to complete the 3 definitions of the desired traits list and give orally to class.	The expected outcome will be for each student to have his/her own completed list of Employer's desired traits list.
	B. Preparing a Self-analysis statement. The purpose in preparing a statement is to be prepared when asked on an interview or on an application: Tell me about yourself? Why do you want to work in sales? etc. The objective is to let the employer know what you can do.			

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Each student will be able to write out his/her's goal statement utilizing personal traits.	Examples: Desire to work with people, desire to make more money, extroverted, outgoing, and enthusiastic. (Instructions to the instructor: Write on black board- "Goal: To be able to work in an enviornment inwhich my desire , and where my , , , and can be utilized." Review: Summary: The job interview and the application both reflect your ability to identify and Sell your skills and personality traits. IV. THE APPLICATION A. Steps to filling out a job application. 1. Because most applications will be filled out at the employer's office, bring with you the following: a. Pen and penail b. 3 personal and 3 professional references. Be sure that they are easily reached by phone otherwise they will go to the next applicant.	Have students individually write out their goal statement. The instructor will assist students individually. Students listen and take notes.	Effectiveness will be judged upon the student's ability to identify and write out their goals.	The expected outcome is to have the student be able to state their goals on an interview and application

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	c. Bring a checklist of your work history, schooling, extra-curricular activities, and social security munber. If you have this all written out before you arrive, it wil save time, insure accuracy, correct spelling and neatness. (instruction to instructor: Use overhead projector while demonstrating filling out of the application.)			
Each student will be able to fill-out an employment application.	2. Filling out the application. I will give you the employer's interpretation, what he/she might look for, when reading through an application. The most important before filling out the application is to read it carefully. Following directions is the key to getting hired. Accuracy, completeness, neatness, correct spelling and honesty are essence of filling out an application. If you have your information checklist with you, you will exute confidence and poise on the interview. Re-read before turning your application into the receptionist. Coming prepared is a great selling tool. a. Name and address- Be sure to catch last name first. Employers look for stability.	Students listen , take notes and are encouraged to raise questions as necessary to clarify points	Effectiveness will be judged upon the student's ability to demonstrate effectively fill-out a job application.	The expected outcome is to have the student turn in a completed job application at the Friday class

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	b. Phone Numbers- Home phone, business phone, emergency phone. If they can't reach you to come to work, they'll go to the next applicant. M&F reports that 25% of applications leave phone #'s off. c. Education - List all schools, trade schools, seminars like this one, or any special training you have undergone. If you are a recent high school graduate: offer any information like work study program, extra-curricular activities, high school paper, yearbook, offices held, sports activities, special awards, favorite classes, GPA, academic awards. All this information is additional SIZZLE TO SELL. These additional activities and achievements indicate leadership and self-diaispline. College - list if you have completed college. What % of your expences did you earn. How were they earned? Special training- Correspondence cources, art schools, secretarial schools, special sales training, military related. d. Employment record. This section is very important. Many skills you have to offer will assist you in developing those building blocks for the future. The first thing an employer will look for is the order you filled out the job history section.			

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	This is most recent and will usually be the most relivant to the job forwhich you are applying. Dates should include both months and years. An employer will arch dates of employment to uncover any gaps in employment , also, to see how long you were on each job. Stability is the key here. Example: The year 1979 to the year 1981 could mean one year or three years. If it's December of 1979 to Jan. 1981 it's only one year, but if it's Jan. of 1979 to December of 1981, it's three years. Past employment record- Employer and address: Be sure to have the accurate local address and exact name of employer and telephone #. Position held and Supervisor: List First and last position held to indicate promotions. Have phone #'s for references. Duties: Always include duties, responsibilities and accomplishments on each position. This is the most important asset to Sell. Especially in sales, if you have sold before, include products sold, type of clientel and did you win any awards. Another example; Cashier at a fast food chain. Duties included handling customer service, public relations,(you probably handled more irrate customers than any sales person) and accuratey handled money. List special accomplishments. Example: Baby sitting. Duties: Cared for 6 month old and 3 year old children 5 days per week after school.			

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Returning to work- Duties: budgeting time management, child development, entertainer, social worker, donated time to charity, leader in community activities, Den mother, and many more. List of accomplishments: etc. Secretary or bookkeeper - specialized training. e. Income. What was your starting salary and your leaving salary? Did you earn tips? f. Reason for leaving- The employer is looking for honesty and logic in your reason for leaving. Some of the reasons that are not acceptable are: "Still there"- Why do you want to leave? ; "Personal"- explain what the reason was that you are leaving.; "Agreed to disagree"- If you were fired or resigned state that with a parenthisis(will explain). Never discuss sour grapes with a perspective employer. He will assume you will bad mouth his/her company when leave. They don't need bad PR. They really are not interested in what was negative- but what you can do for them. Turn any negative into a positive. Desire for advancement, growth or responsibility. These all sound much more positive. g. Position desired. Be specific about for what you are applying. An employer will be turned off if you haven't come prepared to tell what you can do for them. Do state your flexibility on hours you can work.			

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	h. Salary desired. "Pie-in-the-sky" might make you look ambitious, but it also can make you look unrealistic. Be realistic about our salary. If you have no training in the area, ask what the range is for entry positions and what you can expect when you prove yourself.			
Each student will be able to critque an application.	(Instructions to instructor: Using the overhead projector, go through 3-4 applications, analyzing good and bad points of how it was filled-out. Explain technique of marking an application. ------- good points and o bad. Have students review with you offering their critique.)	Have students critique applications. Homework- Have student take home an application form to fill-out and return at the Friday class.	Effectiveness will be judged by the student's open discussion and review by instructor.	The expected outcome will be the completness of the job application filled-out as homework.
	i. The Federal & State Affirmative Action laws regulating employers on discrimination of race, religion, national origin, age and sex does not expressly forbid preemployment inquiries concerning the job applicant. However, any information must be clearly explained and evidence shown that this information has not been used to discriminate. Coorperate with the employer. An open attitude will always be appreciated.			

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
To give the students an over view of other steps to job readiness.	V. OTHER INTERVIEW READINESS STEPS A. Learn somethin about the company and the job you are about to interview. B. Make up a list of questions to ask on the interview. C. Have ready the answers to the most frequently asked questions: 1. Why do you want to work in sales? 2. Why do you want to work for this company? 3. What are your goals? 4. What is your greatest asset? 5. What is your major deficit? Review: Summary:	Listen	Effectiveness will be judged upon alertness and interaction during open discussion.	The expected outcome is that each student will have a list taken from class notes.

Thursday #5

TO BE LOVED, LIKED, HAPPY AND SUCCESSFUL, YOU MUST FIRST SELL *"THE WORLD'S GREATEST PRODUCT"* YOURSELF!

HOW TO *SELL YOURSELF . . .*

by Joe Girard
*WORLD'S GREATEST SALESMAN**

Let's be honest. You'll never sell yourself to anyone if you're a walking example of gloom and doom. You'll have just as tough a time if you always look at everything through rose-colored glasses. The former is a bore and the latter is unrealistic. Look for yourself. The sky isn't really falling, but neither is life, as the song says, a promised rose garden.

How you look at life is how you look to others. And that's the truth. So, one of the first steps in selling yourself to others, to finding success in whatever your calling, is developing the right outlook.

Some years ago when my son was a youngster I gave him a telescope for his birthday. He called it his spyglass, which was fitting, because with it he spied a great truth. He was using it when he said to me, complaining, "Dad, this is no good. I can see better without it. Everything's too small." I studied him. Of course, he was looking through the wrong end. He wasn't getting the big picture at all . . . not of his birthday cake with the nine candles, nor of the car in the driveway across the street, nor of life. He had the narrow outlook through the telescope.

The secret he learned that day was one we need to discover as well. That to have the proper outlook we must turn the viewing instrument, ourselves, around.

Ask yourself, when you look at life, at others, at objects, at events, do you see the whole picture or only part. Do you examine both sides of a question? Are you fair or judgmental? Do you keep an open mind? Perhaps you are standing in the way of yourself. Do prejudices either for or against throw the picture out of focus? Do you fail, as has been so often said, to see the forest for the trees?

A few years back I was honored with the Golden Plate Award for outstanding salesmanship by the American Academy of Achievement. There were a number of others so honored at the same time. On that occasion the late Dr. Werner Von Braun, the father of the American Space Program, told me that he was amazed at what miracles a change in outlook could perform, of becoming objective instead of subjective.

A man who had perfected rocketry during the Nazi regime came to see the world not as something to be destroyed but to be enlarged. His new, forthright, positive outlook led to American opening a doorway to the universe. Yet, he could have chosen to view life as a defeating force, to look at the world through the wrong end of the telescope, to have failed to see the stars.

You see, outlook means exactly what it says. Looking outward not inward, embracing others, ceasing to be self-centered. You are your own telescope in life. If your perceptions are narrow, bigoted, colored, out of focus – then turn yourself around and look again.

See life as larger than yourself. When you do, a miraculous thing happens. You no longer view yourself as the center of the universe, wearing your ego on your sleeve, but you see yourself as a part of life. And even when the sky is falling it's wonderful.

The right outlook on people, family, business associates, friends, ideas and, most important, yourself, can work wonders in creating a new you – a person everyone wants to know, enjoy, share with and, yes, even love.

*AS ACKNOWLEDGED IN *THE GUINNESS BOOK OF WORLD RECORDS.*

This is a sample column taken from the book *"HOW TO SELL YOURSELF"* by Joe Girard with Robert Casemore.

Thursday #6.

EMPLOYER LIST OF DISIRED PERSONALITY TRAITS

APPENDIX III, A.

DESCRIPTION	
EMOTIONAL MATURITY:	The ability to behave as an adult, to take the bitter with the sweet, to face up to failure without rationaling or passing the buck, to acquire self insight. To exercise self control.
TOUGH MINDED:	Willingness to make difficult decisions involving individuals for the good of the organization.
SOCIAL SENSITIVITY:	Awareness of the reactions of others, judgement in social situations.
SELF DISCIPLINE:	Ability to carry out the less pleasant tasks without undue procrastination.
SELF CONFIDENCE:	Willingness to take action based upon a realistic assessment of one's own abilities.

Complete the following descriptions

GOOD VERBAL ABILITY: _____

GOOD SELF EXPRESSION: _____

EXTROVERT: _____

COLOR: _____

ENTHUSIASM: _____

SENCE OF HUMOR: _____

PERSUASIVE: _____

PRACTICAL INTERESTS: _____

STRONG DESIRE TO MAKE MONEY: _____

AGGRESSIVE: _____

TACT: _____

PERSERVERANCE: _____

HONESTY/LOYALTY: _____

FLEXIBILITY: _____

SELF HAPPINESS: _____

PERSONNEL
QUESTIONNAIRE

Position Des

Instructions:
Type or print legibly. Fill out both sides. Answer all questions specifically and completely, giving exact dates.

For Personnel Use Only
Sec.
Ref.
Crd.

PERSONAL DATA

LAST NAME (PLEASE WRITE LEGIBLY)	FIRST NAME	MIDDLE INITIAL	APPLICATION DATE (MONTH DAY YEAR)

STREET ADDRESS	CITY	ZIP	STATE	TELEPHONE NUMBER	SOCIAL SECURITY NUMBER

Birthdate	How would you describe your state of health?	If applying for a sales position, have you ever suffered any injury that would prevent you from lifting? e.g., back problems YES ☐ NO ☐. If "Yes", please describe on reverse of application.

Were you referred to . for employment? If so, by whom?

Have you been employed by ! before? ☐Yes ☐No If "Yes", where?	Employment Dates

Names of friends or relatives now working for	In case of emergency, notify: Name
	Address
Have you been convicted of attempting or commiting larceny, grand larceny, embezzlement, shop lifting, burglary or robbery within the past 7 years? YES☐ NO☐. If "Yes", where? and nature of offense. Explain on reverse of application.	Telephone Number

EDUCATIONAL HISTORY / WORK EXPERIENCE / SPECIAL TRAINING

High School: Name	City & State	Graduated ☐Yes ☐No (Give reasons)	Years Attended	From	To

College: Name	City & State	Major & Minor	Graduated ☐Yes ☐No (Give reasons)	Degree	Years Attended	From	To

Do you plan to continue your education? ☐No ☐Yes If so, where? when?

Please check the box to the left of the fields in which you have had experience or training.

☐	COLLECTIONS	☐	10-KEY ADDING MACHINE	☐	TAILORING	☐	PACKING—WRAPPING
☐	COMPUTER PROGRAM'R.	☐	OTHER OFC. MACHINES (Specify)	☐	ALTERATIONS	☐	RESTAURANT
☐	COMPUTER OPERATOR	☐		☐	CASHIER	☐	SWITCHBOARD OPR.
☐	KEY TAPE	☐	SHORTHAND (words/min)	☐	ADVERTISING	☐	WAREHOUSE
☐	KEY PUNCH	☐	TYPING (words/min)	☐	DISPLAY	☐	MAINTENANCE

SALES (In space below, specify type of merchandise)

U. S. MILITARY SERVICE

BRANCH OF SERVICE	LIST SKILLS OR EXPERIENCE USED IN MILITARY

PERSONAL REFERENCES – List three character references other than relatives or former employers who have known you *for the past 3 years.*

	Name	Address	Occupation	Phone Number
1.				
2.	240			
3				241

SEE OTHER SIDE FOR EMPLOYMENT RECORD.

(OVER)

PLEASE COMPLETE REVERSE SIDE.

FORMULA FOR A RESUME

IDENTIFICATION:

Your Name

Permanent address

Permanent phone number

Present address (it would be advisable to state "until date")

Present phone number

CAREER OBJECTIVE:
(Describe the type of work you desire, both on a short-range and on a long-range basis.)

SUMMARY OF QUALIFICATIONS:
(Give a digest of your experience, education and other qualifications; such data should be slanted toward the objective stated above.)

WORK EXPERIENCE:
Employer, length of service, type of work performed (including volunteer work without pay), start with your present position and record employment data in reverse chronological order.
(For more experienced alumni, consider using the functional approach.)

MILITARY SERVICE: (for men age 28 and under)
Present draft classification, status or obligation (e.g., reserves).
Previous experience (indicate branch of military service, length of service, rate or rank, and experience).

EDUCATION: (present your highest degree, data first, and work backward)
School Location
Major and minor courses of study
Scholastic standing (if less than 5 years out of school)
Graduate degree holders should include their thesis topic here.
Campus honors and activities: (if you are out of college less than 5 years)
(include honorary and professional societies, awards, extra-curricular activities, including sorority or fraternity, etc.; percentage of college expenses earned).

PERSONNAL DATA:
Date of birth; height; weight; marital status; dependents
Father's occupation
Physical limitation (if any)

OTHER INFORMATION: (for example)
Special skills and hobbies
Travel, knowledge of other countries, languages, etc.
Community activities
Mention that references will be furnished upon request.

HANDBOOK FOR SUCCESS

I. Effectively learning your job. You can learn a great more by asking all the questions you want of your supersior during and after initial training. Some phrases used to get more infomation are: (list 3)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

II. Improving your work performance. Give 2 suggestions of how you can improve your work performance.

1. _____

_____

_____

2. _____

_____

_____

III. Associated virtues to be cultivated for job sucess. Please discuss the philosophy "Give your employer his/her money's worth."

IV. Getting along with Co-workers. List 3 recommendations you have for maintaining good relations with your Co-workers.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

V. Dealing with "work-day problems." List 2 types of problem employees and how would you deal with them on the job.

1. _____

_____

_____

2. _____

_____

_____

Thank-you, you have given alot of thought to a very important part of your daily work activity. This insight, understanding and positive attitude on the job will demonstrate your leadership qualities and management will look to you for future promotions.

A SELF EVALUATER

Physical

Do I get enough sleep to realy keep fit?
Is my posture good? Do I walk as though I were alive?
Is my weight normal--my food well balanced?
Do I get a reasonable amount of exercise every day?
Do I overindulge in eating? Smoking? Intoxicants?

Mental

Is my mind alert, active, or is it lazy, indolent?
Does reason, or emotion, control my decisions?
Is my mind open or closed to suggestions and opinions?
Have I a program for mental growth-study, good reading?
Are my friends a "drag" or an uplift to my thinking?

Social

Am I careful about my personal appearance?
Do I co-operate with others-willing to play second fiddle?
Am I well mannered-courteous, tolerant, impartial?
Do I have personal habits objectionable to my associates?
Am I a good citizen-good neighbor-good friend?

Spiritual

Do I use the golden rule in my dealings with others?
Am I "ashamed" of religion-afraid to declare faith in God?
Can I take trouble and discouragement without self-pity?
Am I absolutely dependable, truthful, honest?
Do I have some sort of spiritual worship that helps me?

Financial

Do I buy intelligently and get real value for my money?
Am I inclined to spend beyond my income?
Do I contribute to some charity serving those less fortunate?
Am I continually carrying a load of debt and interest?
Do I have a regular plan or budget to guide my spending?

Business

Based on my daily performance would I hire myself?
Do I seek responsibilities or run away from them?
Have I a definite program for improving myself on my job?
Am I trying to "know the business"-purpose, products, problems, etc.?
Do I make suggestions of value to my company?

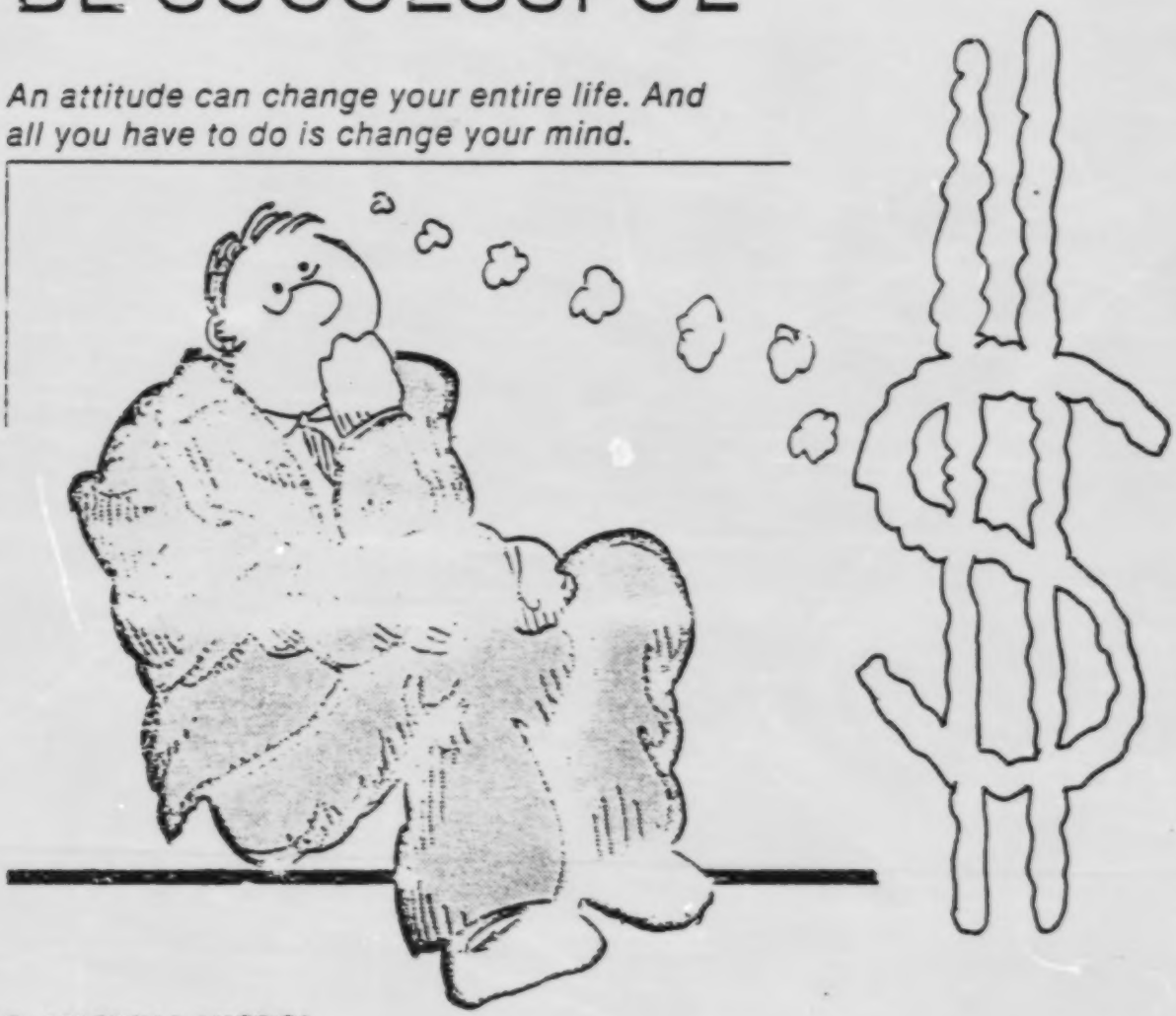
THE TWELVE REASONS PEOPLE GET FIRED

1. LAZINESS("you can't get away with it"): 2. Disloyalty: 3. Intemperance: 4. Poor health, causing frequent absenteeism: 5. Poor personality: 6. Emotional instability: 7. Dishonesty (liar, hypocrite, gossip and time waster are essentially dishonest): 8. Immorality: 9. Talkativeness: 10. Bad disposition: 11. Unprogressiveness and inflexibility of mind: 12. Income mismanagement.

Thursday #2.

THINK SUCCESSFUL BE SUCCESSFUL

An attitude can change your entire life. And all you have to do is change your mind.



By MARVIN J. MIGDOL

There are countless people who have sat in my company's waiting room haphazardly searching for a job when what they really needed was to concentrate on developing a success-oriented frame of mind. It's one thing to plan a career and get a job and another matter to achieve success in the 1980's. Consider these steps for reaching increased growth potential:

1. *Improve your self-image.* Your feelings, actions, performance, behavior and abilities are in line with your opinion of yourself. Picture yourself as successful; act as if you're successful and you will be successful. It will seem difficult at first, but persevere and you'll attain results. Attitude creates success.

The child who is constantly told by parents and teachers that he is no good often turns out to be no good. The child who lives with praise and understanding more often grows up to become an emotionally stable person.

I was recently in St. Louis and asked a lady, "How are you today?" "I choose to be very well, thank you." was her reply. She knows that we are the type of person that we think we are.

2. *Take the word "impossible" out of your thinking.* On Sunday, December 16, 1979 there was less than four minutes remaining in the N.F.C. Eastern Division football title game. Washington had the ball and Dallas was down by 13 points. Few people would have been willing to acknowledge that it was even possible for Dallas to win in the waning moments. In the most hair-raising, exciting game in Cowboy history, Roger Staubach completed 24 passes

and gained 336 yards, marching his troops to an incredible victory. Roger remained cool and quietly confident so that he could react productively.

Learn From It

3. *Bounce back when you fail.* Regard failure as a learning process in a success-motivated life. Look at it as an experience from which you can attain added knowledge and greater strength. If you have tried to do something and failed, you are vastly better off than if you tried to do nothing and succeeded.

The best hitters in big league baseball have batting averages of between .300 and .400. This means that out of every 10 times they come up to bat, they need to get a hit three or four times. Let's look at it another way. These great players fail to hit safely more often than they actually hit. They frequently step up to the plate and hit out to the infield, fly out or strike out. People won't remember how often you struck out if you hit a home run with the bases loaded in the ninth!

4. *Be a winner.* For years I have been asking prospective employees and client applicants if they feel: "It's not whether you win or lose, but how you played the game." Although our parents and others may have given us this advice, I think that it's nonsense. People who are good losers have probably had lots of practice! Leo Durocher, the great baseball manager, said that nice guys finish last. Knute Rockne, a great football coach, exclaimed: "Give me eleven bad losers and I'll give you a championship football team." My friend Duanne Thomas quotes Vince Lombardi: "Winning isn't everything. It's the only thing."

Feel that coming in second is nothing. Give your job your best. Be optimistic; imagine the personal satisfaction and rewards you will receive by being the best at your job.

5. *Stimulate your mind.* Seek self-improvement through reading, tapes and lectures on success. Zig Ziglar of Dallas has written a best-selling motivational book which is must-reading for people who seek greater achievement. It's called "See You at the Top" and is available from the Zig Ziglar Corp., 13642 Omega, Dallas, TX 75240, for $9.00 plus 5% sales tax. Reading this book, like attending this dynamic man's seminars, will guide you in setting meaningful goals and reaching them. Zig shows that we never climb higher than the ladder we select.

6. *Be willing to pay the price.* In 1977, after stopping smoking and gaining a great deal of weight I joined "Overeaters Anonymous". I was different (or so I told myself). "I don't have to follow their food plan completely in order to reduce," I thought. I re-wrote the diet plan. I didn't have to live on just 4-6 ounces of meat a day. I can eat half a pound! Who says that I can't eat bread? If I just have a slice or two a day, it won't hurt me! A little extra salad dressing won't amount to many calories. A few more ounces of vegetables, a teensy bit more of fruit. It didn't matter much. Or did it? In 15 months I lost a mere six pounds. Then I made up my mind to pay the price and lost 26 pounds in a few months. Calories do count!

Work for Results

It's the same in succeeding on the job. If we want results we must work for them. The salesman who thinks that he will make sales without making the necessary calls is only fooling himself. Back up a positive mental attitude with concentrated effort and you've got a Roger Staubach—a real winner!

7. *Go the extra yard.* Success in business or work, like sports contests, is built on narrow margins. In every race we run we must maintain the slight edge that spells the difference between victory and defeat. It's largely a matter of continuous efforts. In the above example of losing weight, it's amazing what just a few less calories per meal can do to the dial on your scale.

We use only a small fraction of our powers and capabilities. Each individual has a great reservoir of untapped resources. How can you change your life if you increase your mental capacity and effort by only 10%.

Despite obstacles like gasoline shortages, put a key in the lock, step on the accelerator and let the power flow through your brain, filling you with greater strength and effectiveness, able to conquer all obstacles and problems which stand between you and success.

8. *Make it happen.* I noticed a sign in the beautiful office of Ben Lipshy, Chairman of Zale Corporation. It said: "Nothing Will Happen Unless You Make It Happen".

Nobody makes us happy. We make ourselves happy and the same holds true for other emotions we experience. Don't expect anyone else to motivate you. You need to motivate yourself. As Ralph Waldo Emerson put it: "Most of the shadows of this life are caused by standing in one's own sunshine."

Fools wait for opportunity, wise men chase it down the street.

George Bernard Shaw put it this way: "People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them."

9. *Get organized.* An orderly desk and office (or work area) really do help you to be more productive. It helps you to conserve time and effort and keeps you in control. A cluttered, disorganized desk leads to chaos. When you lose control of your job, you can't work efficiently.

New Conditions

Louis Harris and Associates surveyed more than 1,000 office workers and found that 74 percent felt they could be more productive with different working conditions. Most workers want more space and privacy plus neater, better-organized office or work area.

Clear your work area of non-essentials. If you don't use an item at least twice a day it's not essential. Rearrange things to best utilize space and storage. Place the items you use most often close at hand. Don't be a pack-rat! Get rid of things that are seldom useful. Keep supplies handy because running out is an automatic excuse to procrastinate. Consider the most efficient use of filing cabinets and storage room. You'll have less stress and fatigue by having answers and essentials at your fingertips.

10. *Avoid irrelevant activities.* Time is your most precious recourse. To be successful at work is not just working harder; you must also work smarter. It is the proper management of your time. It's concentrating your efforts on goals and avoiding irrelevant activities. As Thoreau said, "It's not enough to be busy. The question is: What are we busy about?" Read the excellent best-selling book of 1979 called "Working Smart" by Michael LeBoeuf.

Public relations man Ivy Lee gave this celebrated advice to a steel company president: "Write down the six most important tasks that you have to do tomorrow. Number them by importance. First thing tomorrow morning look at item one and start working on it until you finish it."

Many of the people who have been nervously sitting in Able's reception area were prevously wasting precious office hours discussing sports, social activities and office gossip unrelated to their job success. Minimize small talk. Getting up 15 minutes earlier can help. Stop procrastination because ignoring chores won't make the work go away.

Expect more of yourself. Visualize yourself as achieving rather than failing. I believe in your ability to become more successful. You're going to get the results you want and you're going to get them NOW!

(Author Migdol is President of Able Employment Service, Dallas, TX.)

Thursday #3

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Napoleon Hill

SECRETS OF MIND POWER
Harry Lorayne

CON MAN OR SAINT?
John Frasca

HOW I RAISED MYSELF FROM FAILURE TO SUCCESS IN SELLING
Frank Bettger

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YOU CAN WORK YOUR OWN MIRACLES
Napoleon Hill

THE PETER PRINCIPLES
Dr. Laurence J. Peter and Raymond Hull

LAWS OF SUCCESS
Napoleon Hill 1978

JOB HUNTING BOOKS

WHAT COLOR IS YOUR PARACHUTE?
Richard Nelson Bolles

GETTING A BETTER JOB
DAVID GOOTNICK

SUBJECT INTERVIEWING AND APPLICATIONS

INSTRUCTOR: Ron Feightner

Page 1 of 10

INSTRUCTIONAL MATERIALS REQUIRED:

-blackboard & chalk
-tape recorder

-handouts:
list of stores for Clackamas Town Center (in booklet)
Questions Employers Ask in Interviews

16mm movie projector
Film: "Pack Your Own Chute"

Instructor: Bring into class (for bad Role Play)
-loud sport coat and tie
-hole in shoe
-gum or cigarette

Film: "Pack Your Own Chute"
"Job Interview - the Way It Is"
#0147 EDS - 22 min. color 1975
(personnel representatives of 5 major employers in the Portland area tell students what they look for in the people they interview.)

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
Students will be able to adequately prepare for an interview. They will become more confident that they are the right candidate for the right job and the right company.	1) PREPARATION FOR THE INTERVIEW- 1. Selecting the right company/store Salesperson should fit the store(see store list in booklet) -image(Nordstrom's) -special knowledge -ID with product(John Helmer vs TheGap -product user (taco vs pizza) Visit Mall=205, Wash. Square, etc. to see each store being considered- -ask employees questions (pay,job satisfaction) -is product one you could confidently sell? -do you ID with other salespeople? Narrow field to top-ten most desirable and second ten most desirable. Begin intensive fact-finding on top 10 first. 2) RESEARCH/FACT FINDING- Mention briefly Where do you find information on a store? (Write on board)	From what you know about the stores listed prioritize your "desirable" list.		

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	2) cont. Mention briefly- Library: Dun & Bradstreet Reference Book Fitch Corp. manuals MacRae's Bluebook Moody's Manuals Poor's Register of Directors & Exec. Standard & Poor's Corp. Records Thomas' Register of American Mfgrs. Trade Journals Others? annual reports Store visits: As a shopper & as prospective employee, -testimonials from employees of competing stores. STRESS: Don't be disruptive in her duties. Ask if better time - like on a break or before/after work. Research completed when you can answer these questions. 1. Why do you think you would like to work for our company? 2. Can you tell me what some of our main products are? 3. What do you know about our size & financial condition? 4. Just what type of work do you want to do? 5. How much money do you expect to earn at the start? Find out as much about the interviewer as you can: How long with company; what depts. What school, etc. ..what else? Then tailor dress and preparation to the interviewer's perceived likes. 3) REHEARSING THE INTERVIEW- Anticipate likely questions to be asked and write down your best responses. Pass out list of typically-asked questions - assign 1 question to each student then read & discuss. See next page for comments on questions. Hints: Every response should be positive - see example on opposite page - turn a negative into a positive.	Participation- If you were talking with an employee, what questions would you ask?		

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Examples of Negative into Positive- "Do you always get work completed ahead of time instead of waiting until it is due?" "Sometimes I've turned work in early but normally that is not the case. However, I can say that I've never been late with an assignment at school. I feel fortunate to have developed a discipline to finish work before playing." List of Assets for a Confidence Builder= -experiences -accomplishments -abilities -special knowledge -significant successes List of Goals 1 & 5 years away- "What do you do that you don't have to do determines what you'll be...." H.K. Dent			
Student will know what to expect on all types of interviews & how to conduct themselves accordingly.	Prior to presentation.. Learn by Poor Example: Have a student-volunteer read sample questions as an interviewer (instructor will change into clashing sport-coat & tie, hole in one shoe, chew gum, or smoke, become one of two character-types (or both) 1. loud, brash, obnoxious, talkative 2. meek, soft-spoken - yes/no responses other possibilities: Interview: guest(prospective-employer-lady with seductive clothes)			

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	4) THE INTERVIEW- (Mention briefly - also cover Thursday night) -get haircut day earlier if needed -get plenty of sleep the night before -shower/bathe, shampoo, fingernails - light on makeup and cologne -review time/place of interview - plan to arrive 30 minutes ahead of appointment. (use extra time to review notes and questions) -write down all information: company, recruiter, address, pronunciations of names -pencil & pen (new cartridge) and paper -choose conservative clothing (as if employee) Ladies - dress, nylons, brassieres, slips no low-cut necklines no extreme side slits tasteful accessories Men - (pass around pictures from "Dress for Success" by John Molloy First suit should be: dark blue - solid Second suit - gray pinstripe w/vest executive-length socks shoes - slip-on, lace-up, Gucci-type buckle or wing-tip ties - silk (show samples of acceptable ties: Polka-dot, Rep. club, Ivy League, paisley, plaid dress coat - look upper-middle class -be yourself (the most important -try not to be nervous (suggestions from class on how to reduce nervousness? Reduce nervousness by: -preparing for interview -arriving early -reviewing notes -drying hands on handkerchief -visit restroom prior to interview - you look great! -breathe deeply			

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	4) cont. -remember if recruiter is not interested in you, maybe you were not interesting - be enthusiastic -arrive early 10 minutes - sit & relax - don't smoke drink coffee or chew gum -cue his first gesture as when (if at all) to shake hands shake firmly -be prepared for his opening question - What can I do for you? Tell me about yourself. Why are yoy interested in this company? -briefly explain. Yes/no responses. -look attentive - be a good listener -look at recruiter & smile (remember you'r a nice friendly person). -if nervous keep hands together in lap. -you have 10-20 minutes to sell yourself; get out good points early. -be truthful. -never bad-mouth previous employers -avoid politics, religion, sex - answer short and "no" explanations. -be specific on desired job & career path. -strategy is to get offer from each company interviewed increases confidence and leverage -end of interview cues - looking at watch summarize summarize your assets & ask for the job. ASK FOR THE JOB: Tell him you're interested 1. "I feel very good about the things we've talked about this morning, what is the next step?" 2. "Because of my (background, willingness to learn, friendly personality, etc.) I feel that I would be a good match for your store (use name). How do you feel about my opportunity for employment??	Students-write down an example of how you are going to close by asking for the job.		260

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INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	4) cont. "YES, YOU HAVE THE JOB - " -accept if positive, otherwise tactfully ask for 2-3 days to think it over. Be specific - " Can I let you know by Friday noon?" ACCEPT ONLY ONE OFFER- -send additional requested info. promptly. -after interview - a thank-you letter is not required, but suggested for very desirable companies - good PR if second inteview scheduled. -salary - "What salary do you want?" more interested in career opportunities -be flexible on offer - consider all offers in total. POST INTERVIEW EVALUATION- Did you answer- -" What can you offer them?" -"Why you are interested in their company?" Why-why not? Review your preparation:list of questions and answers - add unlisted question - improve on answers. If not getting offers - ask friend or as the recruiter - "Why?" TYPES OF INTERVIEWS TO BE EXPECTED- 1. Direct - -Forthright questions & expecting similiar responses. -most interviews will be direct - especially first interviews -very structured - harder to get our your strengths. 2. Indirect - -unstructured, recruiter almost silent -be ready to sell yourself and ask questions open-ended.			262

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	3. Negative -High pressure recruiter - trying to get you upset (to simulate customer being upset with you & store). -Why would anyone wear an ugly dress like that to a job interview? -Remain calm & smile - firmly but not argumentative defend yourself, "I'm sorry you don't like it, it happens to be one of of my favorites."			
OPTIONAL- Students will be able to write a Resume', a letter of application, and complete an employment form.	FORMAT OF A LETTER OF APPLICATION- INSIDE ADDRESS — Get name & address from shopping center manager or from another branch of same store. GREETING 1st PARAGRAPH — What specific job & why this company "can do anything" means nothing. 2nd PARAGRAPH — Your specific qualifications- Experience/activities 3rd PARAGRAPH — Invitation for further contact by mail, phone, or interview. Sincerely, /S/_____ Typewritten, neat 8½ x 11 - good-quality paper - white			

SUBJECT INTERVIEWING AND APPLICATION

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	LETTER WRITING HINTS: -use familiar words -short simple sentences -avoid passive verbs "The car was driven by James" use active verbs "James drives a car." more interesting to read -involve people in your sentences - Yes - "The executive committee decided." No - "It was decided." -use conversational style - use I or me -re-read and shorten sentences-cut out the deadwood. How would you improve these phrases? 1. "Kindly advise the undersigned" "Please let me know." 2. "As per your suggestion" "As you suggested" 3. "We would request that you kindly locate this report" "Please look for this report" 4. "At the present time" when specifically - now, this hour, day, week? 5. "foreseeable future" days, weeks, months, exactly when?			
OPTIONAL--	HOW TO WRITE A RESUME' Pass out samples - Discuss how they could be improved- which one is better and why? Pass out formula for a resume' Discuss- -Flexible - make your strengths evident - hide weaknesses Guidelines- -typed - no erasures -reproduced on good quality copier -one page - 8½ x 11 -remember to sell yourself -references - optional - should always be available preferrably work references rather than social acquaintances)			

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	-Resume', cont. -make yourself interesting with hobbies & outside interests. Attach to letter of application. EMPLOYMENT APPLICATION- -for sales position: med. to heavy black ballpoint or flair pen. image - one of confidence -if possible take application home so you can think of answers & write neatly. Type if permitted and you can type with no errors. -know specifically- dept., job you are seeking; If you don't know, gather more facts before you fill out application.			
Students will be able to demonstrate a positive attitude 297	INTERVIEW - Role Play - MANDATORY Rules: Choose 2 stores and special position (write it down with name & turn in.) -- All questions but one must come from sheet. - Jobs will be offered based on performance. -If first interview fails, second store will be used for second interview. -Review recruiter evaluation & try to improve next time - get help from classmates, instructor, etc.			288

INTENT	PRESENTATION	STUDENT ACTIVITY	EVALUATION	OUTCOME
	Interview, cont. - No notes should be referred to. Break into groups of 4-5 students and help each other fill out responses to expected questions Students will be called at random - beginning in 10 minutes - so get prepared. Have students keep applications for desired store at their seat. They can take the applications with them and hand them to the recruiter. Pass out certificates at conclusion of each interview Recruiters: No more than 5 minutes for interview with 1-minute critique. Instructor Note: Pass out evaluations prior to end of class.	Break up into groups of 4-5 students and help each other fill out responses to expected questions.		

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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